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ABSTRACT

Designed to assist young people to live together more harmoniously, this first of a series of three detailed teacher's guides is meant for grades K-3. The goal of the program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition. The program is based on the idea that the family is the cornerstone of society, and the many negative social influences working against family life can be counteracted by providing positive, structured interpersonal experiences for students. (Author/BP)

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DIMENSIONS FOR LIVING

A TEACHING GUIDE

Grades K-3

produced by the
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FOREWORD

The family is the cornerstone of society. It is the family which nurtures our young, holds up standards, passes on values, gives the child an image of himself, instills compassion, demonstrates loyalty, motivates aspirations, and teaches love by giving it. In this age of instant communication, high mobility, changing standards and tumbling traditions, there are many influences which work against family life.

Not very long ago, young people grew up under the watchful eye of the neighborhood, married, settled down, and raised children with grandparents, aunts, uncles, cousins, and life-long friends all providing support and strength to the new family. Now families are moved around as casually as freight cars. For two generations of the same family to live in the same town is frequently the exception rather than the rule. Young people have easy access by automobile to the anonymity of neighborhoods far from their own. Mass media saturate the country, often presenting values that are very different from those consistent with wholesome, stable, family relationships. Economic necessity as well as society's changing expectation of women has resulted in a tremendous movement of mothers out of the home and into paying jobs. Often quality substitute child care is not available, and the impact of this deficiency is tremendous. Nowhere is the lack of child care felt more keenly than in the families which are least favored economically. Many children, by hard necessity, are growing up without the care and guidance so crucial in their development.

There is demonstrable evidence that family patterns have passed down from one generation to the next, and those children who have not had the opportunity to experience satisfying and constructive family life are likely to repeat the unhappy patterns in their own lives. Education for family living is aimed at interrupting that cycle.

The goal of the "Dimensions for Living" program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition.

Many school systems call this kind of program family life education. Students who helped develop this program did not like family life education as a name. They suggested "Dimensions for Living." By whatever name this program is called, its purpose is to assist young people to live together more harmoniously now and in the future. It is not intended to usurp any of the prerogatives of the family, but seeks only to strengthen family life. Its objective is to equip young people with knowledge and skills which will assist them to be more effective family members now and in the future families which they will establish. "Dimensions for Living" is a homemade program that was developed in response to the demand of Tidewater, Virginia, citizens who first asked for it when some 2,300 of them met in 1969 at the first Tidewater Conference on Family Living. Included were teachers, school adminstrators, physicians, clergy, a variety of other professional disciplines, as well as just plain interested parents from diverse racial, cultural and economic backgrounds.

With the cooperation of the Norfolk School Adminstration and the enthusiastic endorsement of Dr. Albert L. Ayars, the Tidewater Assembly on Family Life received a grant from the Office of Education under the Emergency School Aid Act (ESAA) for the school year 1973-74. This grant made it possible to involve directly 355 parents, 1,300 students and 52 teachers who designated what they thought ought to be included in a school program. The grant also made it possible to arrange for consultant services from Dr. Michael Sporakowski in the Department of Housing, Management and Family Development at Virginia Polytechnic Institute and State University and Dr. Ned Gaylin, Department of Human Ecology, University of Maryland. Twelve classroom teachers provided assistance to the consultants in a week-long workshop made possible by the Norfolk School Administration. Dr. Sporakowski, in consultation with Dr. Gaylin, wrote the first draft of the teaching guide.

In the school year 1974-75, the Tidewater Assembly on Family Life received a second grant under ESAA. In that project year 14 teachers from Norfolk schools under the leadership of Dr. Anne McKinney, Norfolk State College, and Dr. Judith Schapiro, Old Dominion University, revised and rewrote the material already in hand and prepared themselves to teach it. Simultaneously parents and teachers in 47 schools in the Norfolk system had an opportunity to review and react to the suggested guide at meetings conducted by the Assembly's ESAA project staff.

The Assembly's third ESAA grant for the 1975-76 school year supported a pilot program carried out by 21 teachers in six schools with field site supervision from Dr. McKinney and Dr. Schapiro. At the same time parent groups were organized in each of the pilot schools under the leadership of the ESAA project staff members, Mrs. Marylin Copeland, Mrs. Ruby Hoyt, and Mrs. Mary Huneycutt. Experiences in the pilot year gave a basis to rewrite the guide and so the third draft was written by the ESAA staff under the direction of Mrs. Mary Huneycutt. Dr. Anne McKinney and Dr. Bruce Anderson gave constant support and assistance.

During the 1976-77 school year the expanded guide was used extensively in Norfolk schools. Parent education and involvement continued to be supported by a fourth ESAA grant which also funded teacher preparation.

The fifth ESAA grant, awarded for 1977-78, made it possible to introduce the program to the Chesapeake School System, funding teacher preparation as well as parent education and parent involvement in curriculum revision. The current edition of the guide reflects the experience gained in greater classroom use as well as continued parental review and comment. It was prepared under the editorial direction of Margery Loomis Krome working in close association with Mary Huneycutt and Pamela Barr, each of whom carried major responsibility in revising and rewriting the teaching guide.

The support and encouragement of the Norfolk and Chesapeake School Administrations and their Boards is acknowledged with gratitude. Dr. Albert L. Ayars and Dr. Kenneth E. Fulp, the respective Superintendents of Schools in Norfolk and Chesapeake, have demonstrated their commitment to the idea that strong families are essential to society, and they have provided outstanding cooperation to this program. An early advocate, who has continued unflagging in his support, is Vincent J. Thomas, Chairman of the Norfolk School Board at the inception of this project and presently Chairman of the State Board of Education in Virginia. The leadership of Thomas R. McNamara, Chairman of the Tidewater Assembly on Family Life throughout the early development of the curriculum guide, was indispensable.

It is hoped that the hundreds of parents, students, teachers, members of the Assembly's task forces and other Tidewater citizens and agencies who helped make this program a reality will accept this expression of appreciation as being directed to each one of them individually.

Jean Bruce, Director
Tidewater Assembly on Family Life

TIDEWATER ASSEMBLY ON FAMILY LIFE

The Tidewater Assembly on Family Life is a voluntary, non-profit citizens group active in Eastern Virginia whose objective is to strengthen family life. From its inception it has limited its efforts to those areas of interest which are amenable to change through education.

BACKGROUND

In the mid-sixties the Health-Welfare-Recreation Planning Council which serves east Chesapeake, Norfolk, and Virginia Beach began receiving requests to endorse a variety of programs concerned with social problems such as venereal disease, drug abuse, unwed pregnancies, and juvenile delinquency. The Planning Council's Board of Directors concluded that it would be more constructive to focus on planning for programs which are preventive in nature.

Recognizing that the family is the most influential factor in the development of individuals, the Planning Council responded to a request from the Virginia Council on Family Relations by organizing a Family Life Steering Committee from the communities which the Planning Council serves. With the support of George F. Rice, the Council's Director, Mrs. John E. Krome, Community Planner, provided initial leadership. Subsequently, the Junior League of Norfolk, Inc. (which later changed its name to the Junior League of Norfolk-Virginia Beach, Inc.) formalized its earlier interest and became a joint sponsor of the Family Life Project. An invitation to the Health-Welfare-Recreation Planning Council of the Portsmouth Area to join the effort was accepted. Throughout the early years of the Assembly the Portsmouth Council contributed funding and Council representation. The Assembly serves the four cities of Chesapeake, Norfolk, Portsmouth, and Virginia Beach.

The Steering Committee agreed to adopt the name, Tidewater Assembly on Family Life. It was anticipated that many professional disciplines would have contributions to make to its efforts, as would representatives from PTAs, church groups, and numerous civic organizations. This did, indeed, prove to be the case. The result is an informal association of individuals and groups with an interest in strengthening families. The Assembly has assumed that families are not ineffective by choice but that successful family relationships are neither instinctive nor accidental. The emphasis of the Assembly has been on the prevention of problems by encouraging programs which will assist families to learn how to function more effectively.

The Steering Committee decided that a logical first step would be the convening of an areawide conference to focus attention on the need for strengthening families, to pool available resources and to reach some community consensus regarding how to proceed. The Junior League offered to underwrite the expenses of a family life project for one year, including the expenses of the conference and the salary of a part-time staff person. The conference was planned to bring together three elements of the community: professionals with skills to give to family life education, citizen leadership with the power to implement change, and parents from all social and economic strata.

The Tidewater Conference on Family Living was convened February 19 and 20, 1969, and was attended by more than 2,300 residents of the Tidewater area, who reflected both parental concern and professional viewpoints. The theme of the conference was "Strengthening the Family, the Cornerstone of Society." The purpose of the conference was: "To demonstrate that practical techniques and teachable skills exist to promote stable, happy home life and to enable people of all ages and backgrounds to live together more constructively."

In recognition of the fact that the Tidewater Conference on Family Living could only be a first step in mobilizing these communities to strengthen the family unit, the Program Planning Committee requested that every workshop and every roundtable discussion group make recommendations concerning the programs they believed to be needed. From the recommendations a long-range plan was formulated to encourage the development of positive programs to strengthen family life using all the communities' resources. Because the school systems have such a major concern for the stability of the family unit, the long-rang plan was presented to each school administration in the four cities and received their approval. Program planning activities have been carried out by six task forces composed of volunteers, many of whom pursue professions which are family related.

CURRICULUM TASK FORCE

One of the most important conference recommendations came from the Workshop for Educators. Attended by teachers, counselors, administrators and School Board members, it asked that long-range planning begin for a comprehensive program of family life education from kindergarten through twelfth grade with extensive involvement in the planning by parents and community agencies. The Curriculum Task Force was organized to carry out this mandate.

The Task Force conducted a series of discussion groups in each of the four cities attempting to reach a broad cross section of social, economic and educational backgrounds. The purpose was to determine whether Tidewater families felt that family life education was an important part of the public school curriculum. The response was overwhelmingly positive, and the conclusions of these discussion groups were shared with the administration from each of the four school systems. As a result, the Tidewater Assembly was invited by the Norfolk School Administration to plan a series of discussions with teachers in the Spring of 1972. In August of 1972 they were invited by the Virginia Beach School Adminstration to plan a day-long program for all the school nurses and counselors in the Virginia Beach School System as part of their in-service training.

The Task Force presented a seminar to area educators in October of 1972 to discuss a program titled, "Exploring Childhood," part of the Office of Education and Office of Child Development program, "Preparation for Parenthood." The Portsmouth School Adminstration requested that I. C. Norcum be chosen as one of the test sites for the "Exploring Childhood" program where it continues to be very successfully carried out at this writing.

Vincent J. Thomas, then the Chairman of the Norfolk School Board, encouraged the Tidewater Assembly on Family Life to apply to the Office of Education under the Emergency School Aid Act for funds set aside for non-profit community groups. Financial assistance could make possible the development of the comprehensive curriculum for the schools. Each of the four Tidewater school administrations agreed to participate. The Office of Education, however, refused to accept an application by the Assembly on behalf of all four school systems. Every avenue for exception was explored, including seeking Congressional help, but to no avail. Having been limited in ESAA grants to one school system until 1977, the Assembly stipulated that the results of the project would be freely shared with the other Tidewater school systems. The Curriculum Task Force asked each of the school administrations to appoint a representative to the Task Force in addition to its citizens already serving. Through this structure information was disseminated to each school administration at every stage of the developmental process.

FUNDING

The Planning Council of the United Communities received a grant in 1968 from the Junior League which made possible the First Tidewater Conference on Family Living in 1969. Subsequently the Junior League made a grant of $9,000 annually for three years to the Planning Council to pay for part-time staff for the Tidewater Assembly on Family Life. The Planning Council of the Portsmouth area made a cash contribution of $1,000 annually to support the Assembly's efforts in the Portsmouth area for three years. From January 1, 1974 to December 31, 1976, the Assembly's operating budget was part of the request by the two Planning Councils to the United Communities Fund and the Portsmouth Area United Fund respectively. Since that time the operating budget of the Assembly has been carried solely through the Planning Council budget allocation from the United Communities Fund.

EPILOGUE

In 1975 the Tidewater Assembly on Family Life received funding from the Virginia Foundation for the Humanities and Public Policy which made possible the Second Tidewater Conference on Family Living. The focus of the Conference was the ethical development of children in three environments--the family, the school, and the community. The Eastern Virginia Medical School and the Junior League were joint sponsors of this conference held September 23 and 24, 1975, which declared in its purpose:

> *The family is the basic unit of a free society. Survival of the family is necessary to civilization. Justice, respect and caring are essential to the family, and where absent must be restored.*

The conclusions reached at the second Conference on Family Life confirmed that education for family living for young people and their parents is still the highest community priority as a prevention of family breakdown.

Interest also grew out of the second Conference on Family Living for further exploration of the responsibility public education has for the development of values in young people. With funding again from the Virginia Foundation for the Humanities and Public Policy, the Tidewater Assembly on Family Life and the School of Education, College of William and Mary, co-sponsored a conference May 8, 1976. Parents, teachers, and school administrators from twenty-seven school districts were invited to participate in the examination of education's role in developing values.

The Tidewater Assembly on Family Life continues to serve the Tidewater community as a vehicle through which family concerns may be heard and community responses formulated.

TO THE TEACHER:

If the law of averages is at work, your class this year will include students with a wide range of personalities. There will probably be a few who are a delight to teach, and probably several whose behavior is sometimes a problem to you or to others. You can expect it to include children who come from strong, supportive families, and others where you suspect their family life has not been a predominantly happy one. It will probably have one or two children who are unusually aggressive, and perhaps a few who are distressingly passive or unassertive. It is a tall order to expect that you--one ordinary, mortal teacher, with a few needs of your own--should be able to adapt to these widely-differing needs, incorporate all these demanding challenges into a cohesive classroom, and that in addition, you should be expected to TEACH!

This teaching guide will not solve all your problems. At the same time, it is possible to assure you that through a combination of your own sensitivity to the children's needs and a regular use of activities from the guide, you can anticipate a dramatic reduction in behavior problems. We make this statement after a number of years of testing it in pilot programs, and intensive use in classrooms by teachers trained in its concepts.

You are the most important element in this program. Your non-judgmental acceptance of every student is crucial in creating an atmosphere where students can risk exploring their ideas about themselves and other people and developing as human beings. It will be very important for students to understand that there are no "right" or "wrong" answers to the questions that are raised for discussion in the classroom by the activities suggested in this guide.

You are also in a strong position to affect how the students in your class feel about themselves. You can be a major source of encouragement, a process by which you focus on their strengths as a means of building their self-confidence. By concentrating more on their successes, and minimizing the emphasis on mistakes, you encourage self-esteem.

It is important to note the difference between encouragement and praise. Dr. Don Dinkmeyer has noted:

> "...praise can be discouraging. At first glance praise and encouragement appear to be the same process. This is because both praise and encouragement focus on positive behaviors. To understand the very important differences, consider the purpose and effect of praise, versus encouragement.
>
> Praise is a type of reward. It is based on competition; it is given for winning and being the best....Praise is an attempt to motivate children with external rewards.
>
> Encouragement, on the other hand, is given for effort or for improvement, however slight. It focuses on the child's assets and strengths as a means for him or her to contribute to the good of all....Encouragement is aimed at helping a child feel worthy. Thus, it attempts to

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> motivate children through internal means. Also, unlike praise, encouragement can be given at a time when children are 'down' -- when they feel they are not doing well enough or when they are facing failure."[1]

When discussing sensitive issues such as family constellation, values, relationships, religion or self-concept, you should emphasize that there are many ways that are "right" and that differences are desirable and to be expected. You will find that activities throughout this guide are directed toward opening opportunities for children to discover new abilities, learn new skills and reinforce their sense of being worthwhile individuals. There is also much emphasis on the importance of children taking responsibility for their own actions. When a teacher's attitude reflects respect for the child and confidence in the child's ability to act responsibly, the teacher-child relationship becomes more a partnership and less the authority-antagonist pattern which can damage a good learning atmosphere.

Teachers who have used "Dimensions for Living" in pilot programs have had many remarkable and encouraging experiences. They have found that children enjoy bringing out the best in each other. They have discovered that "getting-along-with-each-other" is a skill which can be taught, and that as it is learned, outsiders can readily observe a change in attitudes among children in the classroom, on the playground and even in their own homes and families.

No one expects you to accomplish all these miracles by yourself. In fact, we urge you to recruit helpers. By acquainting other school personnel with the goals of "Dimensions for Living" and by encouraging them to cooperate with efforts to enhance the self-concept of each child in the school, you can increase the impact of the program to a significant degree.

Teachers have found it extremely worthwhile to encourage parents to participate in programs such as STEP (Systematic Training for Effective Parenting).[2] Parents' increased skills in parenting are frequently reflected rather swiftly in improved family relationships, with the results often carrying over visibly into the classroom. Whether parents come to you with concerns about their children, or you find it necessary to seek them out to discuss a problem you observe, you can help everyone concerned - parent, child, and yourself as a teacher - if you can enlist their cooperation with the goals of the curriculum guide. Furthermore, once a group of parents has been enrolled in a STEP course, word spreads rapidly and you will have less trouble interesting other parents in such a series of classes thereafter.

Many valuable suggestions concerning techniques for holding "class meetings" are contained in Dr. William Glasser's Schools Without Failure (Harper & Row, 1969).[3] In particular, his chapters 10, 11 and 12 deal in considerable detail with the concept of holding regularly-scheduled meetings of the entire class. Discussion may focus either on social problem-solving or on open-ended topics of concern to the students.

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[1] Don Dinkmeyer, Ph.D., and Gary D. McKay, Systematic Training For Effective Parenting, Parent's Handbook, (Circle Pines, Minnesota: American Guidance Service, Inc., 1976), p. 37.

[2] Ibid.

[3] See bibliography.

Dr. Glasser's experience has shown that it is possible for children as young as the kindergarten years to learn that the class setting can be used for group problem-solving, with the children developing a sense of appropriate responsibilities for themselves as individuals and for the group as a whole. Chapter 12 in his book is a gold-mine of stimulating suggestions for launching a lively discussion, and keeping it in a good orbit, once launched.

The order in which the goals appear was intended to provide a logical progression. Their arrangement does not imply that one goal is more important than another, nor is it necessary to undertake activities in the same sequence as they appear in the guide. You might well choose to initiate your year with an activity on interpersonal relationships from Goal V. The class reaction to that exercise could suggest that you would next use activities relating to self-concept from Goal II. There is no expectation that you should try to use all of the activities. Perhaps only one or two activities under an objective will be appropriate for your class' age level. Your familiarity with the needs of your class will permit you to choose from a variety of suggestions, making your own adaptations to a given activity according to the physical facilities of your classroom and the time available to you.

Some of the activities carry special notations at the beginning; these are intended to assist you in your lesson planning. They may include a suggestion as to the most appropriate grade level (GRADES K, 1), a note as to subject areas in which the activity could be useful (SOCIAL STUDIES), or an indication that the exercise would be best used at a certain time of year (BEGINNING OF SCHOOL YEAR, HALLOWEEN).

Throughout the guide you will find references to techniques and procedures (role-playing, for example). Rather than discuss details of these in many places, we have included general directions on them in the "How To..." section at the end of the volume. A few minutes spent reading it early in the year will increase your confidence in using the techniques suggested in the guide.

Immediately following this section you will find a story by Art Buchwald, "Love And The Cabbie," which reflects exactly the spirit of this curriculum guide. We are confident that through small but important actions and attitudes, people's lives can be changed in a positive way, and Mr. Buchwald's taxi driver has said it for us perfectly.

We believe that you and your students will find that many of these activities are fun. Laughing and enjoying yourselves together can have a magical effect on the learning that takes place in your classroom. We hope that you will find, as have our pilot teachers, that teaching students new skills for living life better can be rewarding, entertaining and distinctly worthwhile.

INDEXING:

You may find it increases the convenience of this guide to insert indexing tabs on the right-hand edges of the pages which mark the beginning of each Goal. To make this easier for you, the correct position for each tab has been indicated on the Goal Statement pages. You can locate these by flipping the edges of the guide, but they will be more readily found if you either slip a paper clip over the page at the "GOAL" mark or glue a tab index to the correct pages.

LOVE AND THE CABBIE[1]

by Art Buchwald

I was in New York the other day and rode with a friend in a taxi. When we got out my friend said to the driver, "Thank you for the ride. You did a superb job of driving."

The taxi driver was stunned for a second. Then he said:

"Are you a wise guy or something?"

"No, my dear man, and I'm not putting you on. I admire the way you keep cool in heavy traffic."

"Yeh," the driver said and drove off.

"What was that all about?" I asked.

"I am trying to bring love back to New York," he said. "I believe it's the only thing that can save the City."

"How can one man save New York?"

"It's not one man. I believe I have made the taxi driver's day. Suppose he has twenty fares. He's going to be nice to those twenty fares because someone was nice to him. Those fares in turn will be kinder to their employees or shop-keepers or waiters or even their own families. Eventually the goodwill could spread to at least 1,000 people. Now that isn't bad, is it?"

"But you're depending on that taxi driver to pass your goodwill to others."

"I'm not depending on it," my friend said. "I'm aware that the system isn't foolproof so I might deal with ten different people today. If, out of ten, I can make three happy, then eventually I can indirectly influence the attitudes of 3,000 more."

"It sounds good on paper," I admitted, "but I'm not sure it works in practice."

"Nothing is lost if it doesn't. I didn't take any of my time to tell that man he was doing a good job. He neither received a larger tip nor a smaller tip. If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy."

"You're some kind of nut," I said.

"That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money of course, for our postal employees, is that no one tells people who work for the post office what a good job they're doing."

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[1] See Acknowledgements.

"But they're not doing a good job."

"They're not doing a good job because they feel no one cares if they do or not. Why shouldn't someone say a kind word to them?"

We were walking past a structure in the process of being built and passed five workmen eating their lunch. My friend stopped. "That's a magnificent job you men have done. It must be difficult and dangerous work."

The five men eyed my friend suspiciously.

"When will it be finished?"

"June," a man grunted.

"Ah. That really is impressive. You must all be very proud."

We walked away. I said to him, "I haven't seen anyone like you since 'The Man from La Mancha.'"

"When those men digest my words, they will feel better for it. Somehow the City will benefit from their happiness."

"But you can't do this all alone!" I protested. "You're just one man."

"The most important thing is not to get discouraged. Making people in the City become kind again is not an easy job, but if I can enlist other people in my campaign..."

"You just winked at a very plain looking woman," I said.

"Yes, I know," he replied. "And if she's a schoolteacher, her class will be in for a fantastic day."

GOAL I: To introduce students to the concept of the family as an enduring influence in the overall growth and development of the individual.

Instructional Objectives:

A. The student will understand there are many types of families, and be able to discuss how families differ in their composition and life styles.

B. The student will develop a beginning understanding of the way a family unit can help individual family members in meeting their needs.

C. The student will be able to describe and discuss some of the responsibilities carried by various members of a family, including the contribution the student himself can make.

D. The student will recognize factors which contribute to family harmony and conflict, and will show a beginning understanding of methods of conflict resolution.

GOAL I

NOTES TO THE TEACHER:

In all discussions with your class about the family, you will need to keep in mind that your students come from many different family situations. The child whose father has deserted the family, and the child whose parents are divorced are both students who will need strong support in discussions on family structure, if they are not to feel that their own family is inferior. When your attitude reflects that the traditional family is not the only kind, you will set a good tone for discussion.

When introducing the concept of family, you may want to point out that there are several definitions or ways to describe a family. The following are examples:

- "the persons who live in one house, and under one head, a household."
- "a group of closely related individuals."
- "persons related by blood or marriage; relatives; kinfolk."

When an activity is introduced involving discussion of specific family roles, it might be helpful to remind the class casually that there are many different kinds of families and that if the student's family does not include every member mentioned in the exercise, there are many substitutes which can be used. Where the family does not include a father, the student might like to think of a grandfather or uncle, older brother or close friend of the family. The same kind of substitutes (grandmother, aunt, older sister, friend of the family) can be suggested when there is no mother in the family. Even with a matter-of-fact approach, this kind of activity may result in some students expressing feelings of sadness or anger or loneliness. Your sense of the situation will help you to respond supportively so as to make the experience a constructive one for the child who may not previously have been able to express feelings concerning breaks in his family relationships.

You may, during the school year, discover from your students' remarks indications of family situations which suggest that substantial conflict exists. These are particularly likely to come to your attention during activities under Goal I, Objective D, since it deals with family harmony/conflict. Should this be your experience, perhaps the principal of your school would be willing to arrange for classes in effective parenting to be offered to the parents of children in your school. In some cases, classes in Parent Effectiveness Training (PET) or in Systematic Training for Effective Parenting (STEP) may already be available through your school. Local colleges often offer such courses, and family agencies may either provide such classes, or be able to refer you to persons qualified to lead classes.

The teaching guide was developed using classes in parenting education as a parallel activity. The enthusiasm of parents who have taken parenting classes has been overwhelming, and based on their evaluations, we can strongly affirm that teachers will find it worthwhile to assist parents in finding and enrolling in such courses.

Material contained under Goal I is particularly relevant when used in conjunction with cognitive units relating to social studies. Also many of the activities in this unit can be appropriate with other goals, particularly Goal IV and Goal V.

GOAL I, OBJECTIVE A: The student will understand there are many types of families, and be able to discuss how families differ in their composition and life styles.

Sample Learning Outcomes:

- Depict (by a drawing or use of flannel-graph figures) all the persons who constitute his immediate family (household).
- Given the composition of another family, compare his own family's composition and note correctly the similarities and/or differences between the two.
- Be able to identify at least two ways in which his appearance has been the result of inherited family traits.

ACTIVITIES

1. INTRODUCTORY ACTIVITY (GRADES K, 1)

A) Bring in six or eight pictures of animal families, such as a mother duck surrounded by ducklings, and lions with their cubs. Ask the students what they see in the first picture. If they do not mention the family unit, ask, "Could these (animal's name) be a family?" Repeat with other pictures. Follow with pictures of families of humans, and include one or two pictures which clearly are not a family (marching soldiers, a troupe of dancers). Point out that being related to each other is one aspect of a family. Explain that the class will be learning more about families in future activities.

B) As a follow up, show the film, "Families." (See bibliography.)

2. A) Ask each student to depict his family, using one of the following graphic methods:

- flannel-graph with flannel figures to represent a variety of people
- drawings or stick-figure sketches
- collage, using pictures cut from magazines
- dolls, such as the family for a doll house. Note: Be prepared to assist any student who lives in foster care; let him choose the household he depicts. Be sure there are enough different figures to cover most family groups.

B) Have each student explain about his picture or family group, naming every family member and stating their position in the family.

C) Ask for volunteers who can say how their family structure is, or is not, similar to someone else's family. Ask questions which highlight families with unusual composition; where all the children are one sex, where there are twins, where grandparents or cousins are present.

GOAL I, OBJECTIVE A: The student will understand there are many types of families, and be able to discuss how families differ in their composition and life styles.

D) Summarize that there are many ways that families are alike, and many ways they are different. Emphasize that there is no one pattern that is an ideal family constellation.

3. Ask each student to think about one of the families who lives near him as a close neighbor. Tell him to try to depict that family in a quick drawing (stick figures) to show how many adults and children are in the family. Have the students compare their neighbor's drawing with their own family. How many children in the class have depicted families just like their own? How many have shown families quite different from their own? Encourage the students to explain how the family composition of the neighboring family is like or not like their own family.

4. (GRADES 1, 2) A) Prepare flash cards using the formal names of most family members (mother, father, grandmother, grandfather, aunt, uncle, wife, husband, daughter, son). Hold up each card and ask the class to call out the word. Pause after each word has been recognized, and ask for other words we use, to refer to the same person. For example, another name for "Mother" is "Momma" or "Mommy." Write on the board all of the variations provided, encouraging the students to include nick-names that may be unique to their families. Discuss the relationships of family members - i.e., why is someone an aunt or grandmother?

B) After the class is able to understand the relationships of family members, play the Family Relationships game. Ask for two students to come to the front of the room. Describe a simple family relationship, and ask the two students to name their family role. Examples: 1) If you are (student's name) daughter, then you would call her (mother). 2) If you (student's name) are (student's name) brother, then she is your (sister). 3) If you (student's name) are (student's name) wife, then he is your (husband). 4) If you (student's name) are (student's name) aunt, then she is your mother's or your father's (sister). 5) If you (student's name) are the mother of (student's name) mother, then you are (student's name again) (grandmother). Other examples may be written by teachers, or if the students understand fully, have them make up examples.

5. (GRADES 2, 3) Read the following story to the class.

FOSTER PARENTS FOR SAM

by Pamela J. Barr

Sam woke up on Thursday morning, and remembered that today something was going to happen that had him very worried. He pretended to be asleep, so that he would not have to answer his Mom, who was saying, "Sam, are you awake yet?" Finally, he decided to get out of bed, since Mom was sounding rather angry.

Sam thought about what his Mom had told him a few days ago. He still felt mixed up about why his father had to go away and why he would need to live with another family. He looked for his old blanket, that he had had since he was a little baby, because sometimes holding that fuzzy blue blanket made him feel better. After he found his blanket, he went into the kitchen, where his mother was making his toast.

GOAL I, OBJECTIVE A: The student will understand there are many types of families, and be able to discuss how families differ in their composition and life styles.

"Mom," he said, "tell me again why I can't stay here alone until you come back from the hospital?" Sam's mother was very tired, but she could tell that Sam was worried. She went to Sam and put her arms around him. "Well, Sam, I need to go to the hospital for a small operation that will make me feel much better. Since the rest of our family lives so far away, and we haven't lived here long enough to make many friends, it will be best for you to live with Mr. and Mrs. Williams who will be your foster parents until I am home." Sam's mother gave him a hug and then she said, "I know that there are many things you are able to do all by yourself, but I would really worry about you if I thought you would be here all alone, while I was away."

"Your foster family has other children for you to play with, and I know you will be in good hands, until you and I can be together--which won't be too long."

Sam listened carefully to his mother. He could tell that she was worried too, and would miss him. Later that afternoon, when he met the Williams family, Sam felt a little better. Just as Mother had said, there were other children to play with, and his foster parents seemed to want to make him happy. It helped when Mrs. Williams said he could talk to his mother on the telephone while she was in the hospital.

Lead discussion following story, using these and other questions:

1) Why was Sam sad when he woke up?
2) Why did Sam have to live with foster parents for a short time?
3) Have you ever been away from your parents? How did you feel? Who did you stay with?
4) Why couldn't Sam stay by himself until his mother came home?
5) Can you think of other reasons why a child might live with foster parents?

6. Divide the class into small groups to discuss the sentence stem, "A family is..." (Each group member should have at least one turn to complete the sentence stem.)

   A) After the discussion have each group make a drawing on large sheets of paper illustrating the group's definition of a family.

   B) Have each group share its definition and drawing with the class.

   C) Summarize the activity by pointing out that a family is many things to many people, and that a family is sometimes hard to describe.

NOTE: Some sentence stems to use as starters are:
1. A family is...Thanksgiving, Christmas and the Fourth of July.
2. A family is everybody eating dinner together - once in a while.
3. A family is washing windows when you would rather play ball.
4. A family is somebody saying, "That's all right."
5. A family is someone to take care of you when you're sick.
6. A family is people who love you.
7. A family is hearing parents argue sometimes.
8. A family is "acting your age" not "getting too big for your britches."

D) Following the preceding exercise, the next day write on the chalkboard, "A family is...for teaching and learning." Tell them that before there were books and schools, almost everything learned was taught through families: how to hunt, fish, grow food, weave cloth. Family traditions were also passed on in this way.

- Ask the students to name things they have learned in their families (speech, eating habits, dressing skills, songs, etc.).

- Discuss various traditions their families may have: special ways to celebrate holidays, customary activities on weekends or vacations. Encourage the children to see that the maintaining of these family traditions is one of a family's functions.

7. Have the class spend a few minutes volunteering comments on things their entire family does together that they especially like to do. Ask questions such as:

A) What family things can you do together when it is hot weather? When it snows? When it is Christmas time? When it is spring-time? When your family takes a vacation? When it is someone's birthday?

B) Ask each student to draw his favorite activity that his family has done together.

C) Compare the drawings and bring out that families have many ways to enjoy being together.

8. Read the following story to the class.

A SATURDAY FOR NAT AND BOB

Nat and Bob were sitting on Nat's porch. It was Friday afternoon.

"I'm glad tomorrow is Saturday. Dad is taking us to visit Aunt Margaret at the beach. We're going to surf fish and look for shells. What are you going to do, Bob?" said Nat.

"My Mom goes shopping every Saturday. I like to go with her. Sometimes we visit the pet store."

"Does your father go too?" asked Nat.

"No," said Bob, "Dad likes to work in the yard and watch sports on TV on Saturday. We usually make popcorn and play games after dinner."

Questions:
1) What does your family do on Saturday?
2) Is Saturday a leisure day for your family?
3) Discuss how the families in the story are similar to and/or different from the students' families.

GOAL I, OBJECTIVE B: The student will develop a beginning understanding of the way a family unit can help individual family members in meeting their needs.

Sample Learning Outcomes:

- Recall from memory the basic needs of food, shelter and clothing, and describe how these needs are met within his own family. He should be able to state either who does the purchasing, or who is responsible for preparing or maintaining the meals, the dwelling unit and the family's apparel.
- List several kinds of secondary needs which a family unit helps to meet. Possible responses include love, emotional support, recreation, individual learning and growth.

ACTIVITIES

1. Collect and display a collection of magazine pictures showing a variety of situations where family needs are being met. Examples: a family eating a meal, a house, clothes, beds, a family showing love.

   A) Hold up each picture and ask the students to identify what is in the picture, then ask, "Do families need it? Why? Why not?"

   B) Relate the needs identified in the pictures to the needs of the students' families by asking questions similar to the following:

      1. Does your family need food? Why?
      2. Does your family need rest? Why?
      3. Does your family need recreation? Why?
      4. How does your family get its food?

   C) Summarize by pointing out that even though some families are large, some are small, etc., all families need food, shelter, love, rest, etc.

2. (GRADES K, 1) Divide the class into small groups and give each group some blocks. Instruct each group to build a house.

   A) Have each group display its house and tell how a family might use each room.

   B) Summarize by pointing out how a house meets the needs of a family.

3. (GRADES 2, 3; SOCIAL STUDIES)

   A) Distribute copies of old National Geographic magazines to children in groups of three or four. Ask each group to find pictures of homes in other countries, and compare the results. Ask them to discuss why the houses are differently constructed.

      1. Do they use different materials?
      2. Do the houses have to protect against snow? Sun? Strong winds? Rain?
      3. Are the houses close together or widely scattered? Why?

B) Summarize by encouraging the students to list all the things which the houses seem to provide in common, such as:

1. Shelter from weather
2. Privacy
3. A gathering place for the family
4. A safe place to live and sleep
5. A place to keep the family's possessions

NOTE: This exercise can also be used to explore different ways families meet the need for food and for clothing.

4. Play a record of "The Three Little Pigs" or use an illustrated version. Discuss the three houses, and ask the students which house would have been the best to keep out the rain? Which would be the warmest? Which would have been the coolest in summer? What would happen if the cool house were blown down by a strong wind?

   Summarize by asking them to list any advantages to the stick house, the straw house and the brick house. Then list disadvantages and discuss which was the best, strongest and safest house.

5. Prepare a bulletin board or display area for changing displays, with a title saying, "Families need..." Use the following for display ideas.

   A) "...food." Let the students cut out and paste small pictures of food on paper plates, to form a collage of their favorite meal. Display the collages on the board.

   B) "...clothing." Let the students cut out pictures of garments from newspapers and catalogues, and "hang" them on a garment rack or coat hooks cut out of construction paper and mounted on the display board.

   C) "...places to sleep, to rest and relax." Ask the students to bring in pictures of people sleeping, resting, or engaged in leisure activities. In discussing rest and sleep, ask questions which bring out that different ages require different amounts of rest and sleep. Why does sleep help us? Why does rest help us? Since many children resist bedtime and being made to rest, stress examples such as athletic events where players are taken out of the game to rest, and where timeouts are called. Does rest help them regain strength? Encourage students to report what happens to them when they have not had enough sleep or enough rest.

   D) "...recreation." Invite students to bring in family snapshots of their family and ask them to describe the kind of family gathering or recreation activity that was taking place when the picture was made. Use these snapshots to reinforce other objectives of the curriculum guide: that there are similarities and differences in families, that families function as a special unit, that many physical characteristics are inherited.

GOAL I, OBJECTIVE B: The student will develop a beginning understanding of the way a family unit can help individual family members in meeting their needs.

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6. Have each student draw and color a picture of his family's favorite breakfast, lunch, and dinner foods.

   A) Ask the students to share their drawings with the class. (Accept all foods without making a value judgment.)

   B) Discuss how all families need food, but that all families may not eat the same food.

7. A) As an introduction to this activity, read the following stories and ask the class to guess the answers at the end of each.

      1) Johnny ran to meet his Daddy as he came home from work. Just as Johnny was almost there, he stumbled on a crack in the sidewalk and fell down very hard. He skinned his knee and his elbow hurt. Guess what Johnny most wanted for his Daddy to do. (Draw out answers such as "Pick him up," "Bandage him," "Hug and comfort him," and comment that all show the father's love and concern.)

      2) Mary was almost ready for bed. She brushed her teeth, put on her pajamas and slippers and ran to the living room to tell her parents goodnight. She crawled onto her Mother's lap. What did Mary want before she went to bed? (Answers can be a story, a hug, a kiss, a drink of water. Bring out how all are ways that Mary's Mother shows she loves Mary.)

      3) Grandmother had just arrived on the airplane. It had been a long time since her last visit. Billy and Pete could hardly wait for her to get through the long lines to where they were standing. How did Billy and Pete and Grandmother all feel? (They wanted to hug each other to show how glad they were to see each other. Bring out that grandmothers like to be loved, also.)

   B) Divide the class into small groups representing families. Have each group select a mother and a father. Let fathers and mothers dress up in adult clothes. The other members of the group will represent the children in the family. Ask each group to demonstrate (role-play) how they would show love to each member of the family.

   C) After the role-play discuss the following questions:

      1. Do mothers and fathers need love?
      2. Do brothers and sisters need love?
      3. Do you need love?
      4. How do you know someone loves you?
      5. How do you let the members of your family know you love them?
      6. What are some ways to show love at home? At school?

GOAL I, OBJECTIVE B: The student will develop a beginning understanding of the way a family unit can help individual family members in meeting their needs.

8. Read the following story to the class and discuss the questions that follow.

"ARTHUR AND THE NEW BABY"[1]

Arthur was flying his kite. It flew high above his head. It was higher than the trees. But Arthur could still see the kite. The strong wind made the kite glide through the air. Arthur ran along the ground after it. He held very tightly to the string.

Mother called from the window, "Arthur, dinner is almost ready! It is time to come in."

Arthur began to wind up the string on his kite. It began to come down. He had to be careful to keep the kite away from the tree tops. The kite was made of paper. The branches could tear it. A kite with a hole in it will not fly.

Arthur watched the kite as it came down, down, down. But all at once the wind blew it right over the trees! Arthur tried to move his kite away from the tree tops. But the wind stopped blowing. The kite rested gently on a tree branch.

Arthur did not pull on the kite string. He did not try to get it down by himself. He smiled and thought, "Mother will help me get it down."

Dan ran into the yard. He saw Arthur's kite. "I will help you, Arthur," said Dan. " I have a pole at home. We can knock the kite down."

"No," said Arthur. "My mother will get the kite for me. She likes to fly kites with me."

Arthur ran to the kitchen door. "Mother, my kite is caught in the tree branch. Can you help me?"

Mother smiled, "I don't have time right now. I am feeding the baby. Your dinner is almost ready. Come in and wash your hands. We will get your kite after dinner."

Arthur thought, "She does not care about my kite. She does not even care about me." He walked crossly out of the kitchen.

When dinner was ready, Mother, Father, and Arthur sat down together. Mother told about the baby's new tooth. It was very early for a baby to have a tooth. Mother seemed pleased. Father laughed.

Arthur did not say anything. Suddenly, he pushed his plate away. "I am not hungry," he said crossly.

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[1] See Acknowledgements.

GOAL I, OBJECTIVE B: The student will develop a beginning understanding of the way a family unit can help individual family members in meeting their needs.

Arthur went to his room. He was so angry he forgot about his kite. He did not notice that it had begun to rain. Father looked at Mother in surprise. He wondered what was wrong. Arthur did not usually behave this way. Father started to call Arthur back to the table. He wanted him to finish his dinner.

Mother said, "No, Arthur is upset. He needs time to think."

The next day before dinner, Arthur was playing with Dan. Suddenly he remembered his kite. Arthur ran home. He looked for his kite up in the branches. There were only some bits of paper hanging from a branch. Arthur started to cry.

Mother and Father heard Arthur crying. Mother wanted to find out what had happened. But it was time for baby's nap. Father said, "I will find out why Arthur is crying."

Father saw what was left of the kite. He said, "Oh, I see what has happened."

"I wanted Mother to get it." Arthur began to suck his thumb.

"Do you like Mother to do things for you?" asked Father.

"Yes," Arthur said. "I used to have fun with Mother. Now she is too busy for me. I guess she likes the baby better."

"I am sure that it not true. But I think we might all talk about this," said Father.

Arthur nodded. They walked into the house.

The baby was sleeping. Mother, Father, and Arthur sat in the living room.

Father said to Mother, "You are very busy with the baby."

"Yes," said Mother. "The baby takes up much of my time."

Arthur said, "You used to play games with me and tell me stories. Now you have a new baby. You never have time for me."

Mother looked surprised. She had not thought about how Arthur might feel. "Lately I have been very busy. I have had less time to play with you. I wanted to play with you. But I must take care of the baby. A baby needs many things. She cannot do anything for herself. Once you were like her. I took care of you when you were a baby, too."

"Yes," said Father. "But now there are many things, Arthur, that you can do for yourself. Instead of being more work for Mother, you can now help Mother. I have an idea, Arthur; you could help Mother with some of her work. Then she may have time to spend with you."

Mother smiled and said, "Yes, I would be glad for some help. I will be glad to have more time with you, too."

Arthur was thinking. He was not like his baby sister. There were many things he could do for himself. He could even help Mother.

Father smiled. He thought, "Arthur is growing up."

The next day, Arthur said, "Mother, Mother, can I help?"

It made Arthur feel good that he could help Mother. He worked hard to make the table just right.

After dinner Mother said, "Thank you for helping. Now I have time to read to you. Pick any story you want."

This made Arthur very happy. He had helped Mother. Then she had more time for him.

Questions:
1. Does Mother love Arthur? Why? Why not?
2. Does Mother love the baby more than Arthur?
3. What do new babies need?
4. What can you do that babies cannot do?
5. Why did Arthur get upset with Mother?
6. Do you think Arthur loves the baby?
7. How does Mother show her love for the family?
8. How does Arthur show his love for Mother?
9. Do you ever show love at home by helping a family member?

9. Read the following story to the class and discuss the questions that follow the story.

A SURPRISE FOR MOM[1]

by Mary Kay Fairfield

The phone rang just as Bob's favorite show was beginning on television. Bob ran to answer it. It was Mom.

"Oh, Bob," she said. "I have had a flat tire on Lincoln Road coming home. It will take an hour or more to get it fixed. Will you and Jane be all right? Will Mary Ellen be able to stay with you?"

"Don't worry, Mom, we'll be okay," Bob answered. He felt sad as he hung up the phone. He knew Mary Ellen, the high school girl from next door could stay, but he still wished Mother would not be late again.

Going back to the television, Bob told Jane and Mary Ellen that Mother would be late. It was going to be one of those nights. Mother would be late. Dinner would be late. Everything would be late, and everyone tired. Tonight would not be fun at all.

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[1] See Acknowledgements.

Suddenly Jane had an idea. "I know, Bob," she said, "Mom left a casserole in the refrigerator for tonight's dinner. Mary Ellen can heat the casserole, while we set the table and put away our school clothes. When Mother comes home, everything will be ready. What do you say?"

"I think that is a great idea," said Mary Ellen.

"Nuts!" replied Bob. "I want to watch my show, and besides you two can cook the casserole without my help!"

"Okay," said Mary Ellen, "you can watch your show, but Jane and I are going to get dinner ready." Pretty soon, Bob heard the sound of dishes in the kitchen and listened to the girls talking of their plans. Suddenly, the cartoons were not as funny.

"Hey," he said, getting up, "I just remembered, tomorrow is garbage day. Mom will be happy if someone has already put the garbage cans out by the curb, when she gets home."

When Mom got home it was dark and she was tired. As she opened the door, her eyes grew brighter. She saw the cherry kitchen and smelled the warm food. Her smile said "thank you" as she asked, "Why did you do all of this work?"

Bob felt happy, for even though Mother was late, it had been fun surprising her.

Questions:
1. Why did Bob and Jane help Mother?
2. What did Jane do to help?
3. What did Bob do to help?
4. What needs did they help satisfy for the family?
5. Do you think Bob loves Mother?
6. Why do you think Bob felt happy about surprising Mother?
7. How could you help your Mother? Father? Brother? Sister?
8. Did Bob's Mother enjoy the surprise?

10. Using clay or Play Dough, ask each child to model simple shapes to represent every member of his family. Be sure he includes himself. Ask him to arrange them as a group on a piece of manila paper, with the student in the center. Have each student move the figure of himself around his family circle and tell some way that he shows or could show his loving feelings for each person in his family.

GOAL I, OBJECTIVE C: The student will be able to describe and discuss some of the responsibilities carried by various members of a family, including the contribution the student himself can make.

Sample Learning Outcomes:

- Describe at least one household responsibility carried out by each person in his family who is over two years of age.
- Describe to the class at least one activity which he performs within his family which contributes to helping the household.

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1. (GRADES K, 1) Ask the students to bring from home a favorite stuffed animal or doll. Divide the class into groups of approximately four or five students. Have the groups assign different family roles to different stuffed animals, and then have the student describe two things that this family member usually does at home. Reassemble the class and have each group introduce their stuffed animal family, and explain what each family member does at home.

   Example - "This is my teddy bear and he is the grandfather in our family. Grandfather helps to repair broken things in our family, and he also tells funny night-time stories."

   (NOTE: This activity provides an opportunity for students to share an important possession from home, and also provides a situation that encourages public speaking. Be sure to have several hand puppets, dolls and animals available for students who may not have something to bring from home, or who may have forgotten one.)

2. A) Collect and mount on construction paper or posterboard, magazine pictures depicting family members. Be sure to include pictures of grandparents. Have the pictures displayed on a table or leaning against a chalkboard, to generate classroom interest. Ask the class if they have figured out what the pictures represent.

   Once it has been determined that the pictures consist of family members, play the "Family Helping Game." Have the students sit either in a semi-circle on the floor or in their seats. Hold up one picture at a time, and have the students identify the person's family role. Then ask the class to name different tasks that person does to help the family. For example: "This is a mother. What do mothers do to help the family?" Encourage students to think of as many answers as possible. Continue the game by holding up pictures of all family members, including pictures of children.

   If not identified, mention to the students tasks such as earning money or driving children to different places. Try to avoid stereo-typed role descriptions by finding pictures of men cooking and women repairing automobiles. Summarize by pointing out that all family members can help in the home. (Be prepared to answer questions like, "What can a baby do to help?")

GOAL I, OBJECTIVE C: The student will be able to describe and discuss some of the responsibilities carried by various members of a family, including the contribution the student himself can make.

B) Following the "Family Helping Game," have the students draw a picture of something they do to help at home.

1. Have the students share pictures with the class.
2. Lead discussion about what other activities they might do to help at home.

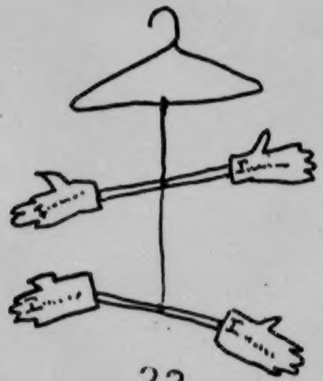
3. Collect magazine pictures of typical kitchens, bedrooms, living rooms and bathrooms. Display pictures one at a time and ask the students to tell what they can do to help their families with this room. Lead discussion about how we feel when we are able to be helpful to someone else. (Usually students feel proud or happy if they are able to help their parents, friends or siblings.)

A) As a follow-up activity, distribute paper plates to each class member, ask them to draw a face that shows how they feel when they are happy. (Yarn and paste may be available for hair, eyebrows.)

Then punch two holes in the top of the plate, and insert string so the plate may be worn on the student's neck. Refer to the plates as "Helping Faces."

Have each student wear his face home, and send a note to the parents indicating that all the class members are going to be sharing with their classmates something they did to be helpful at home. Instruct the students to bring their helping faces back to school and provide an opportunity for individual students to report to the class what they did as their "helping action."

4. Make a "handy-helping mobile." Ask each student to think of four ways his hands can help at home and have the student write these down or assist him in writing these ideas. Have each student trace around his hand four times on oak tag or other heavy paper. Have the students cut out their tracings carefully and write on each hand shape a way their hands can help at home. Tape a hand shape to each end of two paper straws. Tie a string to the middle of each straw, so that the string is connected one above the other. Tie another from the top straw to a wire coat hanger. The hands will now move around freely.



GOAL I, OBJECTIVE C: The student will be able to describe and discuss some of the responsibilities carried by various members of a family, including the contribution the student himself can make.

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5. Collect a variety of adult clothing, for students' role-playing. (Parents may be asked to contribute old shoes, coats, dresses and hats.) Select a group of five students and have them dress up as family members; it is fine if two students decide they want to be fathers, or two want to be older brothers.

   Have the dressed-up students stand in front of the class and see if the class can decide who they are by what they are dressed in. Then allow each student in the dressed-up group to identify who he represents and name one thing he does to help at home. For example: "I am the big brother, and I help by cleaning up my room once a week."

   Repeat the activity on different days so that all of the students have had a turn. Emphasize, after each group, that everybody can do something to help at home.

6. Plan a cooking party with the class. This activity provides an opportunity for the class to work as a team, with different class members performing different tasks cooperatively.

   Instruct the students that there are five jobs that must be done, and ask for volunteers. (If all of the students are not able to participate in the job they are most interested in, it may be feasible to repeat the activity at another time with different volunteers, and a different recipe.)

   Volunteers are need for:
   1. Setting the table.
   2. Preparing the food.
   3. Serving the food.
   4. Cleaning up.
   5. Removing trash.

   Be certain that all students have a task and participate in the activity. You may want to ask for volunteers to bring in some of the ingredients. Increase recipe to serve all the students or use small paper juice cups to reduce size of servings.

   PEANUT BUTTER CUPS

   Day Ahead: Place paper liners in eight 3-inch muffin-pan cups.

   In medium bowl, combine 1 1/2 cups 100 percent granola-type cereal, 1 cup nonfat dry milk, 1 cup chunky peanut butter and 1/2 cup honey. Spread mixture evenly in cups. Makes 8 servings.

   After assigning tasks, supervise preparation of the treat.

   Have the tables set with paper plates and napkins and have the treat distributed equally among all of the students. The clean-up committee removes all napkins and plates, checking the floor as well.

Following the party, summarize to the class that all of the class members worked together as a team, even though they had different responsibilities. Point out that families often operate this way too, with each family member having different jobs, but they are all important to the family's operation.

7. Have the class sing and role-play the song, "This is the way we wash our clothes." Insert the jobs that students have identified in previous activities.

   Example: This is the way we set the table, set the table, so early in the morning.
   This is the way we sweep the floor, sweep the floor, so early in the morning.

8. Read the following story to the class.

TOMMY'S GIGANTIC GREEN BALLOONS

by Marylin T. Copeland

Tommy Evans watched while his neighbor, Mr. Stevens, spent the afternoon raking the leaves off his front yard. It was fall and the leaves on the trees had started to turn bright, happy colors. The air was beginning to get a little chilly and Tommy knew now that summer was really over.

Tommy watched Mr. Stevens for a long time. Mr. Stevens hummed a little song while he worked and every now and then he would stop raking, look up, smile and wink at Tommy.

Tommy remembered that his Dad usually raked the leaves in the fall. But, this fall his Dad had taken a new job and had to work on Saturday. "Daddy has a lot of work to do now and maybe he will be too tired to rake the leaves," Tommy thought to himself. Tommy looked at Mr. Stevens' yard. Now, most of the leaves were heaped into big piles on the sidewalk and Mr. Stevens was putting them into big puffy bags. Mr. Stevens' front yard looked pretty. Tommy could see the green grass now that the leaves were gone. The green grass reminded him of summer and the fun he had during the long hot days when school was out. Soon the grass would turn brown to wait until the spring sun shined again. "Why does summer have to end?" thought Tommy sadly. Tommy looked at the leaves again.

Tommy thought to himself, "Raking leaves is a job I can do. I can hum like Mr. Stevens and fill up lots of puffy leaf bags, even more than Mr. Stevens has. I bet there are billions of leaves in the yard. I bet we have more leaves in the yard than anyone in the whole city."

Tommy went into the garage to look for the rake. It was hard to find because it was hidden behind the barbeque grill, the badminton net and the plastic swimming pool, all summer things that would wait in the garage until next year. They reminded Tommy again that summer was really over now.

GOAL I, OBJECTIVE C: The student will be able to describe and discuss some of the responsibilities carried by various members of a family, including the contribution the student himself can make.

Tommy worked hard on raking the leaves. He hummed a song his class had learned in school about Halloween ghosts. Big piles of yellow, orange and red leaves looked like giant pillows on the green grass. Tommy thought that it would be fun to jump and hide himself in the leaves and scare Janie next door, but he had worked so hard he decided not to mess up his piles. Little winds would blow and leaves on his pile would be scattered on the grass and Tommy had to work hard to keep his piles together.

Tommy went into the kitchen and found the biggest bags his mother had. They were hard to find because they were hidden behind the dog food and soap powder. Tommy picked up big handfuls of leaves and let them flutter down into the bags. "Wow," said Tommy, "I think we even have more leaves than anyone in the whole world."

When Tommy finished, he had three gigantic bags of leaves. They looked like three heavy green balloons. Tommy thought how funny it would be if a big wind came along and picked them up and blew them into the air. Suppose they flew up and landed on the roof, thought Tommy, grinning.

Just as Tommy was twisting the last leaf bag closed, his father drove up. Mr. Evans got slowly out of the car and looked around. He looked at the grass, he looked at the rake in Tommy's hand and he looked at the gigantic bags. His mouth turned up into a great big grin. "Tommy," he said in a surprised, happy voice, "you have really done a big job here. The yard looks terrific."

Tommy laughed happily. "Did I surprise you Dad?" he said. Tommy's father looked at the yard for a few minutes. As they walked up to the front door, Tommy's father patted him on the back and said, "Thanks, Tommy, you really helped me today. How about playing a little catch with your football? You know, fall is time for football again."

Tommy felt warm and happy inside. "Sure Dad, you know summer's over now."

A) After reading the story, discuss the following questions:

1. What gave Tommy the idea of raking leaves?
2. Why did Tommy decide the leaves should be raked?
3. Did he surprise his father?
4. Have you ever done something as a surprise, like Tommy did?

B) Have the students role-play the story.

9. Have the students look through magazines and cut out pictures of people of all ages. Paste the pictures onto popsicle sticks and have the students act out the following situations with their puppets:

A) Mother is sick in bed and some simple household tasks need to be done. There are several children in the family. They get together and discuss what they can do to help.

B) It is little brother's first day of school. His big sister and brother try to help him feel less scared and tell him all the good things they can about school.

10. Prepare a list of typical chores done at school, or at home. (A sample is provided below.) Read out the activity, and have the class call out if it is done at "Home" or "School." For classes able to read, duplicate the list and have the students individually do activity, by placing an (H) or (S) next to the activities done at home or school. (Some chores may be done both at home and school.)

_____1. Erase the chalkboard.
_____2. Mow the lawn.
_____3. Pick up toys.
_____4. Take notices to the office.
_____5. Bring in the mail.
_____6. Feed the baby.
_____7. Do homework.
_____8. Clean up a room.
_____9. Help set the table.
____10. Water the plants.
____11. Feed an animal.
____12. Bring in the newspaper.
____13. Help wash the dishes.
____14. Take out the trash.
____15. Help carry a package.

A) After completing the exercise, discuss the following:

1. Did this list give you some ideas about new jobs you could do at home or at school?
2. Where do you think you do more helping jobs, at home or at school?
3. Can you think of some jobs at home or at school which are not on this list?

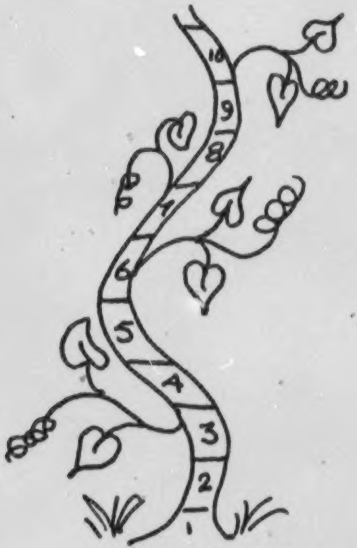
11. Read or bring in record/cassette of the story of Jack and the Beanstalk. After listening to the story, emphasize to the class that Jack was trying to be helpful to his mother when he went off to town, and traded the cow for the magic beans.

A) Duplicate and distribute to each student a sheet of paper with a ten-inch beanstalk, divided into ten equal parts.

Have the students answer the following questions indicating how helpful they are at home or at school by determining the chores completed. Have the students count the number of "yes" responses they have, and tell them to color that many sections of their beanstalk, beginning at the bottom. See who can climb the highest on the beanstalk.

GOAL I, OBJECTIVE C: The student will be able to describe and discuss some of the responsibilities carried by various members of a family, including the contribution the student himself can make.

JACK'S BEANSTALK



I AM HELPFUL

AT HOME

____1. Do I put away my clothes?

____2. Do I do my chores without being reminded?

____3. Do I help prepare meals or set the table?

____4. Do I volunteer to assist other people in the family with their chores?

____5. Do I pick up my toys after playing with them?

AT SCHOOL

____1. Do I bring to school those things I am supposed to bring?

____2. Do I try to cooperate with the teacher and other students?

____3. Do I listen when someone else is talking?

____4. Do I do my classroom chores?

____5. Do I try to offer assistance to other students when they are having some difficulty?

B) Lead a discussion with class about the number of "yes" responses (reflected by the number of sections colored on the beanstalk). Ask for other ways students could be helpful at home and at school.

GOAL I, OBJECTIVE D: The student will recognize factors which contribute to family harmony and conflict, and will show a beginning understanding of methods of conflict resolution.

Sample Learning Outcomes:

- Given pictures, stories or taped presentations of typical family situtations which include both harmonious and strained relationships, identify those which he thinks could produce conflict in his own family.
- Given a description of a specific conflict situation, or using a situation which the student has identified as producing conflict, state at least one alternative method which his family could use to deal with the situation.

ACTIVITIES

1. Collect and display pictures of families in which the family members are engaged in different activities. Examples: a family picnic, bike riding, a birthday party, a child crying, etc. Have the students talk about the following questions:

   What does the picture show?
   Does the family look happy or unhappy?
   Are families happy all the time?
   Are they unhappy all the time?
   What things make your family happy?
   What things make your family unhappy?

   Lead the students to conclude that all families are happy some of the time and unhappy some of the time.

2. Lead a discussion with the class about all the different activities that their families enjoy doing together and which make the members of the family happy. (Be sure to mention holidays, birthdays, as well as activities like picnics, rides in the car, going on trips.) Discuss also different activities or occurrences that make family members unhappy. Ask the students to draw two pictures, one that reflects the family involved in an activity that makes it happy and one that reflects the family doing something that makes it unhappy. Have the students share pictures with the rest of the class. Emphasize in the discussion that all families are happy sometimes and unhappy other times.

   A) As a follow-up activity divide the class into small groups and distribute several magazines to each group. Have the students cut and mount on construction paper pictures of family members trying to make each other happy. Give each group a posterboard and have them construct pictures into a collage.

3. (GRADES K, 1) Read the following situations to the class and discuss the questions. If the students would like to role-play, encourage them to do so, presenting alternate ways of dealing with conflicts presented.

GOAL I, OBJECTIVE D: The student will recognize factors which contribute to family harmony and conflict, and will show a beginning understanding of methods of conflict resolution.

Scene 1

Mary Beth had a new friend in school named Elizabeth and invited Elizabeth to spend the night at her house the next Saturday night. When Elizabeth asked her mother's permission Elizabeth's mother said it was fine, and telephoned Mary Beth's mother to find out how to get to Mary Beth's house.

Mary Beth's mother was very surprised to hear from Elizabeth's mother because Mary Beth had forgotten to ask her mother if she could have a friend come stay overnight. Mary Beth's mother said it was unfortunate, but the girls would have to make their plans for another night since the next Saturday night was already planned.

1. How do you think Mary Beth felt when she had to change her plans with Elizabeth?
2. How do you think Mary Beth's mother felt when Elizabeth's mother called?
3. How could this situation have been avoided?
4. Instead of making their plans for another night, what else could the girls do?

Scene 2

Justin was busy playing with the train set his grandparents had given him for Christmas. His mother reminded him to put away all the small pieces before going to bed, so that their puppy would not chew them. Justin stayed up late watching television and felt too tired to pick up the train pieces that night. The next morning his mother told him that his train set had been put away for two days, since Justin had not picked up the pieces the night before.

1. How do you think Justin felt when his mother told him he could not play with his train the next morning?
2. How do you think mother felt when she saw the train pieces left out that night?
3. What other way(s) could Justin and his mother have dealt with their problem?

Scene 3

Robin had a dentist's appointment for three-thirty on Wednesday afternoon. Her mother had come home from work early in order to take her to the dentist. Robin did not come home from school until four o'clock that Wednesday and said she had "forgotten" the appointment.

1. How do you think Robin felt when she came home?
2. How do you think her mother felt?
3. What should the family do to deal with this situation?

Have the students draw pictures illustrating how the conflicts could be resolved.

GOAL I, OBJECTIVE D: The student will recognize factors which contribute to family harmony and conflict, and will show a beginning understanding of methods of conflict resolution.

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4. (GRADES 2, 3) Have the students role-play the scenes below and discuss the questions that follow:

   Scene 1

   Jenny's friend Suzy has a puppy. Suzy asks Jenny to keep her pet while she goes on vacation. Jenny asks her mother if she may keep the pet. Mother feels that it would cause too much extra work.

   Is Jenny's mother happy?
   Is Jenny happy?
   What problem do they have?
   How do you think they could solve it?

   Scene 2

   The Nelson family (Father, Mother, Maggie, Ted, and Carol) are at the dinner table. Father has an important announcement to make. He is not going to work tomorrow, and thinks it would be fun to go for a drive into the country and have a picnic. Maggie has already told the Perpicks, who live next door, that she will babysit for them tomorrow.

   How does Maggie feel?
   How does her family feel?
   What should the family do?

   Have the students draw pictures showing how they would solve these problems to make the family happy.

5. Have the students discuss classroom rules, and why they are necessary. Have them participate in developing a set of rules that the class will follow for one week. (Be sure to discuss consequences if the rules are not followed.)

   A) Lead a discussion about rules of the home. Discuss how some rules are for safety and some are to increase family harmony. Hold up pictures of different rooms in the house, and have the class identify different rules, unique to each room. Ask the class if the rule is for safety or for family harmony.

   B) Ask the students how they would change the rules in their house if they could. If the suggestions are illogical or unsafe, lead discussion to come to that conclusion.

6. Read the following situations to the class. The students should assume that in each situation a conflict arose and discuss possible ways of dealing with the conflict. (Examples: reason, leaving solution to chance, yielding to authority of more powerful person.)

GOAL I, OBJECTIVE D: The student will recognize factors which contribute to family harmony and conflict, and will show a beginning understanding of methods of conflict resolution.

A) A rule in the Barnes' home is that the three children take turns washing the dishes after dinner. It is Kathy's turn to do the dishes, but she wants to go study for a big exam tomorrow.

B) It is a rule in the Sherman's family that the children must complete their chores before they receive their allowance on Saturday morning. Bryon wants to receive his allowance on Saturday in order to go to the movies, but he has not completed his job of raking the leaves in the yard.

C) A rule in the Jennings' home is that on Saturday mornings everyone prepares his own breakfast. Dad is late for an appointment and asks Mother to prepare his breakfast, so he can catch the train.

GOAL II: To enhance every student's concept of himself as a worthwhile person.

Instructional Objectives:

A. The student will recognize aspects of his personal experience which affect his concept of himself.

B. The student will recognize that every person's self-concept is affected by the attitudes of others.

C. The student will be able to identify some of his strengths.

D. The student will be able to identify personal attributes which he would like to improve.

GOAL II

NOTES TO THE TEACHER:

In the introductory section, "To The Teacher," it was pointed out that your handling of behavior problems as they arise in the classroom will have a great effect on the way students feel about themselves and others. The objectives of this goal are designed to create a situation where everyone wins: the child will gain confidence in himself, and as his behavior improves with his growing sense of worth, your classroom problems will begin to diminish.

We strongly recommend that, if time permits, you review the writings of Dr. Rudolf Dreikurs[1] before using the activities under this Goal. Dreikurs' concepts have also been adapted and summarized in the literature about Parent Effectiveness Training and Systematic Training for Effective Parenting (STEP).[2] Any of these sources will acquaint you with what Dreikurs refers to as the "goals of misbehavior." He suggests that children misbehave for one of four reasons:

- they seek attention
- they seek power or control
- the seek revenge for their feelings of being unloved
- they feel deeply inadequate, and as a result are passive and unresponsive.

Dinkmeyer and McKay have discussed the goals of misbehavior in their Parent's Handbook on Systematic Training for Effective Parenting. Relevant excerpts from their handbook follow.

> ". Attention. The desire for attention is almost universal in young children. Children prefer to gain attention in useful ways; but if they can't get it that way, they seek attention in useless ways. Children who hold the conviction that they can belong only if they are receiving attention prefer negative attention to being ignored... To help attention-seeking children, we must change our responses to show them that they can achieve significance through useful contributions rather than through useless bids for attention or service. We must focus on their constructive behavior; we must...pay attention to it (misbehavior) in ways they don't expect.
>
> The appropriate way to give attention is to give it when it is not expected.
>
> . Power. Power-seeking children feel they are significant only when they are boss. They seek to do only what they want....As a rule when dealing with power-seeking children, adults must refrain from getting angry and must disengage themselves from the power struggle. Using power tactics to counter children's bids for power only impresses them with the value of power and increases their desire for it.

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[1] Children: The Challenge and Logical Consequences are especially recommended. Both are published by Hawthorne Books.

[2] Dinkmeyer, op. cit., pp. 9-12.

. Revenge. Children who pursue revenge are convinced that they are not lovable; that they are signficant only when they are able to hurt others as they believe they have been hurt. They find a place by being cruel and disliked....(Teachers) need to realize that the child's revengeful behavior stems from discouragement.... As difficult as it will be, they must improve their relationship with the child by remaining calm and showing good will.

. Display of inadequacy. Children who display inadequacy, or disability, are extremely discouraged. Since they have given up hope of succeeding, they attempt to keep others from expecting anything of them, either....To help a child who feels inadequate... eliminate all criticism, and focus, instead, on the child's assets and strengths...encourage any effort to improve, no matter how small it seems."

As you begin to recognize which form of misbehavior is being demonstrated, and you can surmise the motivation, you will increase your ability to respond to the child in a way that does not reward his undesirable conduct, and that recognizes the importance of his finding an acceptable way of meeting his needs.

Equally important to the teaching climate of your classroom is the kind of preventive approach which focuses on positive actions and which rewards constructive and responsible conduct by the children. When you "accent the positive," you foster better behavior, increase the child's good feelings about himself, and make your own work easier by reducing the negative behavior.

Dinkmeyer's suggestions for parents to build positive relationships with children can be applied equally to teachers in relation to their students. He urges mutual respect ("Problems between human beings of any age are usually the result of a lack of mutual respect....A good way to start is to minimize your negative talk."). He urges taking time for fun. He stresses that children need frequent encouragement, and points out that encouragement "essentially involves minimizing the importance of children's mistakes while recognizing their assets and strengths."[1] Finally, he notes that children need to feel loved in order to feel secure, and suggests that affection for children can be expressed through our body language--smiles, pats, perhaps even a hug.

Inherent in what Dinkmeyer writes is a concern for fostering a child's positive self-concept. Much has been written about the theory of self-concept. Theory is helpful, but the heart of the matter is what each of us can do about students' self-concepts. Five principles implicit in the guide are summarized below:

1. It is possible to change self-concepts, and it is possible for teachers to effect the changes either way,--both positively and negatively.

   Many of us teach because we had a teacher or two who really had a significant impact on us. The impact was related to our self-concept. The teacher somehow communicated a sense of caring and a sense of our own personal worth. On the other hand, many of us have also experienced a teacher who humiliated us or our classmates through sarcasm and ridicule. These teachers make learning a negative experience. Teachers can and do affect pupil's self-concepts every day. You have a choice over what kind of effect you will have.

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[1] Dinkmeyer, op. cit, p. 33.

2. It isn't easy. Change takes place slowly, over a period of time.

   This is not written to discourage you, obviously, but simply to caution you not to expect sudden and dramatic changes in the way a child feels about himself. Self-concept builds the same way muscles do: slowly, and often imperceptibly at first.

3. Efforts that aim at more central beliefs have greater impact on the student even though they are harder to change.

   Our society puts very heavy emphasis on academic ability. If you can help the child see himself as capable of learning you are dealing with a central belief. If you help a mischievous boy see himself as kind and helpful, or a doubting girl see herself as intelligent and attractive, you've made a significant difference in the life of the person. When you can help a slow learner feel acceptance by recognizing his aptitude for sticking to tedious or repetitious tasks, you have helped him feel better about himself.

4. Peripheral experiences are helpful.

   Many successes are required to help a person feel better about himself in a basic sense. The development of talents is important, for example. Almost anything you do, from calling a student by his name to complimenting him on his new shoes, can be useful in helping to create a sense of self-worth.

5. Relating successes or strengths to one another is important.

   You can strengthen the impact of any enhancing experience by relating it to others the student has had. For example, when a child produces a good piece of art work, you can say, "I really like your picture, Harold. The things you learned last week about how to combine colors are showing up in your work. That shows me you understand what we were studying."

GOAL II, OBJECTIVE A: The student will recognize aspects of his personal experience which affect his concept of himself.

Sample Learning Outcomes:

- Be able to list situations and experiences which make him feel good about himself.
- Be able to list situations and experiences which make him feel unhappy about himself.

ACTIVITIES

1. Assign the students to make an "All About Me Book." They should make separate pages for each of the following topic sentences and draw or cut out pictures and/or write about them.

    1) This is me.
    2) This is my house.
    3) This is my family.
    4) The things that make me happy are ____________________.
    5) These things make me sad.
    6) When I grow up I want to be ________________.
    7) I don't ever want to _________________.
    8) I can hardly wait till __________________.
    9) I am thankful for ____________________.
    10) The food I like best is ________________.
    11) The thing I like to do most is _______________.
    12) I don't like to ________________.
    13) I want to learn to ________________.
    14) Things I like about me are ________________.
    15) Things I don't like about me are ________________.
    16) The people I love most are ______________________.
    17) I am afraid of ____________________.

2. Use an opaque projector to make a silhouette of each student. Provide a variety of magazines and have the students cut pictures to paste on their silhouettes. The pictures should illustrate the uniqueness of each individual student - things the students like, are proud of, etc. After the silhouettes have been completed, ask for volunteers to share theirs with the class.

    NOTE TO THE TEACHER: This activity provides an excellent opportunity to emphasize the unique qualities of each student.

3. The teacher constructs a "magic box" which can be any kind of a box with a mirror placed inside so as to reflect the face of anyone who looks inside. The teacher begins the activity by asking the class, "Who do you think is the most special person in the whole world?" After allowing the students to respond with their individual answers, the teacher may then continue, "Well, I have a magic box with me today, and each of you will have a chance to look inside and discover the most important person in the world."

    The teacher then takes the students one by one to peer into the magic box. Each student is given a chance to look into the box after the teacher asks who they think they will see. Some students may have to be coaxed to tell who they see in the box, because they may not believe what they see. The teacher may be ready with some of the following comments: "Are you surprised?" "How does it feel to see that you are the special person?" "You smiled so big--like you're happy to see that you're the special person." "Your eyes are big with surprise; and that smile--it looks like a nice surprise for you." Before rejoining the class, each student is asked to keep the special news a secret.

After all of the students have had their turn with the box, the teacher asks the group if they can tell who they found to be the most special person. After each student has had an opportunity to say "me" the teacher may explain that the box is valuable because it shows that each of them is a special person. The teacher may then ask how it is possible for all of them to be the special one and a discussion about each individual's uniqueness may ensue.[1]

4. Play the "Who Am I?" game with the students. Ask each member of the class to answer the question, "Who Am I?" with as many answers as they can in two minutes. Example: Who Am I?...a sister. a daughter. a swimmer. a good friend. a reader.

   After each response, ask the question again. Write down the responses of each student and have the student copy them onto a large piece of paper. Make a "Who Am I?" bulletin board.

5. A) Distribute to students a large sheet of poster board paper and have available many magazines for students to use. Suggest that students take a few moments to think about how they would illustrate a collage called "All About Me." Suggest to students that they may want to include pictures or words of their favorite foods, places, pets they have, objects important to them, and things they like to do.

   B) After the students have cut, pasted, and constructed their collages have them displayed in the classroom. Allow time for students to guess who made each collage. Compare the collages for similarities and differences. Point out that each collage is unique, just as each student in the class is a unique individual, even though he has much in common with all of the other students.

6. A) Develop the concept of names by reading and discussing the following:

   We all have an easy way of telling who we are and who other people are. This way is called names. We all have names, but most of our whole names are different. Can you think of anyone who has your exact whole name? Since there are so many people in the world this can happen but it does not happen very often. We each have at least two names, a first name and a last name. Some of us also have middle names. Some people even have two middle names. Can some of you tell the class your middle name?

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[1] See Acknowledgements.

Our last name is called our family name. Our first name is called our given name.

Do you know why your parents gave you the first name you have? Many times parents will name their child after another favorite family member, a very good friend or a great or famous person. Sometimes parents just like the sound of a name, or they may make up a completely new name for their child. Parents usually think for a long, long time before they decide on the special first name they will give their child.

B) Ask the students to find out from their parents how they decided to give them their special first name. Ask the students to share this information they received from their parents.

7. A) Obtain a book about the derivation of names from the library. If such a book is not available, many dictionaries contain a brief section on names in the appendix. Explain to the students that many names have meanings from long ago times. Help each student to look up his name and write down the name's special meaning, if this can be found. Have the students share with each other these special meanings from long ago.

   B) Develop the idea that people are sometimes known by their nicknames. Ask the members of the class if they have nicknames they like to use and like to have other people use to call them. Explain that nicknames are names that other people make up to call you and they may describe something you do well as in "Speedy," or "Sport," or a way you look "Red," or "Slim," or "Sandy," or they may be names that were given to you when your were very young by your family. (Bunny, Baby-doll, Sugar, Buddy)

8. Ask the class to imagine what would happen if there were no names in the world and everybody had a number instead. (Help the class to look up in a book how many people there are in the world.) Let all members of the class choose numbers for themselves, but tell them that it must be a number over 1,000,000 since the numbers under 1,000,000 have all been given to other people. Help the students write their numbers on a piece of paper and learn how to say it correctly. Ask the students to introduce themselves to another classmate by saying, "Hello, I'm (number)." Ask them then to try to introduce their new friend to another person in the class by number.

   Ask these questions after the class has had a chance to make their introductions:

   1. Why was it hard to introduce yourself?
   2. Can you remember your friend's number?
   3. Why is it easier to remember a name?
   4. What would happen if I called the role by your numbers instead of your names? Would you know yours? Would you recognize your friend's number?

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9. Bring a camera to class at the beginning of a week, telling the students that during the week you want to take one picture of each of them in some location or activity that is special for them. The time you spend with each student planning where and how he wishes to be portrayed will give you a chance to make him feel that he is unique and important. Suggest that they may want to bring in a favorite toy or a special hat or play outfit from home, so that their picture will be truly representative of them.

   A) Post all the pictures on the board with each student's name below his picture. The photography is an excellent activity to delegate to a parent volunteer.

   B) As a variation, make a homemade filmstrip consisting of pictures of students in the class and their activities. This is easily done by following this procedure: Take the pictures with a 35mm camera held sideways. When you take the roll for development, ask the processor to develop the film without cutting or mounting the negatives. The roll will look exactly like a filmstrip. Run the roll through a filmstrip projector in the usual way. This activity lends itself extremely well to a "parents night" presentation and is a guaranteed draw to involve a high number of parents. Additionally, such a filmstrip can be used to show to other classes with students taking turns narrating the filmstrip.

10. (GRADES K, 1) Provide enough butcher's paper that each student will be able to have a full-sized body outline. Divide the class into pairs, and have one student draw the outline of his partner, who is stretched out on the paper, then reverse. Have crayons, paints, yarn, buttons, scissors and scraps of fabric available for students to decorate their "images." Measure each student's height, and record that along with the student's name, on his outline. Display in a prominent place in the classroom or hallway. Activity can be repeated after several months, to indicate changes in height over a period of time.

11. Provide construction paper, poster board, etc. for the students to make "Yea" and "Boo" banners. Discuss with the class how likes and dislikes are an important part of each individual. Then have each student make his own "Yea" banner with likes written or drawn on it and "Boo" banner for things he dislikes. Have the class parade around the room or cafeteria with their banners and then put them on display. Encourage the students to pay attention to the likes and dislikes of others in the class. Also, emphasize that there are no right or wrong answers.

12. (GRADES K, 1) Have available several stamp pads and magnifying glasses. Give each student a card on which to make a thumbprint. Encourage the students to study each other's print under the magnifying glass. Discuss the fact that no two prints are exactly alike. Have the children make fingerprint pictures on manila paper. Each student makes as many prints as he wishes. Then, with the crayons, he tries to develop the prints into a picture or design.

GOAL II, OBJECTIVE A: The student will recognize aspects of his personal experience which affect his concept of himself.

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13. (GRADES 2, 3) Distribute strips of paper or 3" x 5" cards to each student. Tell them to write their names on one side of the card, and then turn the card over. On that side, have them copy a simple sentence from the chalkboard. The sentence can be seasonal or about a current class activity; the important thing is to have words which will bring out differences in handwriting. Collect the cards when the students have finished. The following day, put all the cards on display with the names hidden, and let the students take turns seeing if they can pick out their own handwriting. Bring out in the discussion that many people have such a distinctive handwriting that others recognize it immediately as being theirs. Handwriting is another way we are all individual.

14. Duplicate the poem below and give each student a copy. Read it to the class to help students become aware of some ways they are unique.

YOU ARE MAGIC[1]
by Ken Alvey

Your Magic Hand
Can write your name,
And NO ONE else
Can write it the same!

Write your name in this space. Ask three others to write your name on the other lines. Do they write your name exactly like you do?

Name________________________
____
____
____

Your Magic Hand
Can catch a thought,
And NO ONE else
Knows what you have caught!

Think a thought about something. Ask some others to guess what you are thinking. Can any of them tell you?

The things you think
And say and do,
All tell the world
That you are YOU!

15. Make a "time machine" out of a box, some tin foil, construction paper, etc. Explain to the class that by placing their hands on the dial of the machine, each student will be able to pretend that he or she is now grown up. Ask the students, as their turn comes up, what they look like as an adult, what their jobs are, what hobbies or sports they like and what their family is like, now that they are grown.

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[1] See Acknowledgements.

GOAL II, OBJECTIVE A: The student will recognize aspects of his personal experience which affect his concept of himself.

16. A) Play the "If..." Game with the class. For grades K and 1, write sentence stems on the board and allow the students to think of their answers for a minute or two following each sentence. Then let them say aloud what their choices and reasons are. For grades 2 and 3, use the chart below and let each student fill in his own answers. Offer one or two suggestions to get them started. For example:

- If I could be a color, I'd be yellow because it is cheerful.
- If I could be a dessert for a day, I'd be a chocolate eclair because everyone would love me.

THE "IF..." GAME

If I could be a... for one day,	I'd be a...	because...
vegetable		
dessert		
animal		
color		
toy		

B) With grades 2 and 3, collect the charts and share the answers with the class, asking the students to guess who wrote each answer. An alternative is to let the students keep the charts and offer their answers themselves.

17. Introduce this self-concept activity by saying to students: "Here are some things that you might do sometime. If you do one and it makes you like yourself when you do it, draw a happy face next to the sentence. If it makes you not like yourself, draw a sad face."

Say thank you to someone.
Help my mother.
Cut in front of the line.
Finish my school work.
Call someone a mean name.
Talk when the teacher is talking.
Share my toys.
Not use good table manners.
Am quiet in the halls.
Read a library book.

GOAL II, OBJECTIVE B: The student will recognize that every person's self-concept is affected by the attitudes of others.

Sample Learning Outcomes:

- Be able to state how the attitudes of friends and family affect how he feels about himself.
- Show awareness that his attitudes towards classmates will affect their feelings about themselves.

ACTIVITIES

1. Play "A Big Fish in a Small Pond." Prepare large paper fish cut outs with paper clips attached to each fish. Make a "fishing pole" with a string and magnet attached. Sit the students in a circle and have each student take a turn "fishing." As each student catches a fish, the rest of the class should suggest two positive ways the student is a "big fish" and write these, with the student's name on the fish. Paste each fish on a large cut out of a pond. Display in a prominent place in the classroom.

2. A) Make tags similar to name tags for the students with the letters IALAC (pronounced I-ah-lack) printed on them. Give one to each student and spend a few minutes letting students try to guess what the letters stand for. Then explain that IALAC stands for "I Am Lovable And Capable" and everyone wears this sign all the time, but it is usually invisible. Emphasize that our IALAC signs are torn when others say or do things that make us feel badly. Talk about times when students' IALAC signs were torn and stress to the class ways to keep from tearing the signs of others.

   B) Show the filmstrip, "The IALAC Story." (See bibliography.)

3. (GRADE 3) Show the film "Square Pegs, Round Holes" to the class. (See bibliography.) This is an animated, non-narrated film dealing with the importance of individuality and uniqueness. The following may be used as questions and activities for class discussion after the film is viewed.

   1) How do you think the square peg felt when he was trying to fit into the round hole?
   2) How would you feel if you kept trying to do something just like everybody else, but found it hard or impossible? (Ask class for examples of incidents from their own lives.)
   3) How is everybody like the square peg in the film? Are we all the same? Can we all do the same things in the same way?
   4) Ask the students to write a sentence quickly with the hand they do not regularly write with. Develop from discussions that this is hard or impossible to do well. Ask the class what would happen if they were told that everybody had to write with their other hand? Ask for the classes opinion as to the fairness of this kind of direction. Develop with the class the connection between the struggle they would have in doing this and the struggle the peg felt in trying to squeeze into the round hole.

GOAL II, OBJECTIVE B: The student will recognize that every person's self-concept is affected by the attitudes of others.

Ask for opinions on the question: "Why is it good to do things in ways that are best for you, even if they are different from the ways other people are doing them?"

4. If you have prepared the large outline figures suggested in Activity 9, Goal II A, these can be used for the following exercise. Select one student each day to be the "Student of the Day" and ask the rest of the students to write one positive statement about the "student." Paste these on the outline figure and discuss the good qualities found for each student. Let the honored student respond about how he feels at hearing nice things about himself.

5. Seat the students in a circle and have each student say something nice about the person next to him.

6. Encourage the students to share very positive comments about each other by making "Treasure Boxes." Ask each student to bring in a shoe box and provide odds and ends of materials (foil, paper, ric-rac, braid, lace cut-outs, painted noodles, glitter, etc.) for the student to decorate the treasure box. When the boxes are complete, choose a different student each day to receive the treasure trove. Each student in the class should write a positive comment about the child's character, things he does, etc. on a small piece of colored paper. For young students, these comments can be dictated to the teacher to write. After this is completed, the teacher should review the comments and place them in the student's treasure box. At some time during the day, read the student comments to the class, enlarging on them, if possible, such as "Robert plays ball well" - teacher, "Yes, I see Robert catching the ball without dropping it and running very fast." Try to be specific about the chosen student's attributes, based on the subject of the student comments. These treasure boxes may be taken home or saved for an open house day. The teacher, too, should share in this activity by making herself a box and by writing a positive comment for each student's treasure box.

7. Divide the class up into pairs of students. Have each student in the pair write a secret message to his partner about something he likes about the other student, using an invisible ink. To make the invisible ink you will need: 1/2 cup of salt, 1/2 cup of water, toothpicks and paper and soft pencils. Combine salt and water, stir until the salt dissolves. This is the ink. Instruct the students to use the toothpicks to write and to make the letters large. They should write lightly and avoid pressing the toothpick onto the paper, as this will make marks and give away the message. Let the paper dry for about 30 minutes. The wet message will now be invisible.

   The pairs of students may now exchange messages. Each student will rub a soft pencil all over the paper. The secret message will appear as the lead darkens the salt more than the paper. Let each child read aloud the secret message telling what his partner liked about him.

GOAL II, OBJECTIVE B: The student will recognize that every person's self-concept is affected by the attitudes of others.

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8. Distribute to the students a sheet with the following situations, with two possible reactions. Ask the students to check the reaction that would make them feel better about themselves.

   1) You have just come back from a trip to the West Coast and want to tell your friends all about your adventures.

      Friend A says - "Oh, we went there last summer, let me tell you what we did."
      Friend B says - "Wow, that sounds like a great trip, tell us all about it."

   2) Your sister just got engaged and has asked you to be in the wedding party.

      Friend A says - "You'll feel like a jerk dressed up for the wedding."
      Friend B says - "You might feel funny all dressed up, but I'll bet it will be fun."

   3) You are wearing a new sweater to school.

      Friend A says - "Oh, I see we have another fashion show this morning."
      Friend B says - "I really like your new sweater; you sure have neat clothes."

   4) Your friends are going to the movies, but you have to stay home and finish homework.

      Friend A says - "Never mind, we'll hardly notice you aren't there."
      Friend B says - "Well, we'll miss you, but we can all go together next week."

   5) You just got your hair restyled, and it looks completely different.

      Friend A says - "Wow, I really like your new hair style."
      Friend B says - "I guess it won't take too long to grow in."

   6) Your father's company has just notified him that he will be promoted and moved in one month.

      Friend A says - "I'm really going to miss not having you here."
      Friend B says - "You're really going to be lonely going to a new school without any friends."

   7) You just placed second in the annual swimming competition.

      Friend A says - "That's quite an accomplishment to come in second."
      Friend B says - "Well, if you had tried a little harder you might have made first place."

GOAL II, OBJECTIVE B: The student will recognize that every person's self-concept is affected by the attitudes of others.

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8) Your mother just got a new car, and you call your friends out to see it.

Friend A says - "It's a pretty car, but what a strange color."
Friend B says - "Isn't it fun to ride around in a new car?"

9) You just found out that you need to have your tonsils removed.

Friend A says - "Oh, I had it done last year. Not much pain, and lots of ice cream."
Friend B says - "Last time I was in the hospital I hated it."

10) You left your lunch on the school bus.

Friend A says - "Boy, are you going to be hungry by the time you get home this afternoon."
Friend B says - "Here, take half of mine. I've always got some left over anyhow."

After the students have finished the exercise, discuss the statements and reactions. Ask the students if they have ever thought about the statements they make to other people, and what influence they have upon how that person feels.

GOAL II, OBJECTIVE C: The student will be able to identify some of his strengths.

Sample Learning Outcomes:

- With the help of comments from his classmates, be able to recognize areas in which he has strengths.
- Be able to describe attributes which he is proud to possess.

ACTIVITIES

1. INTRODUCTORY ACTIVITY

Write an interesting fact about each student in your class on a separate card. Examples such as, "He learned to swim this summer," "Her dog had puppies last week," or "She can count to 25" might be used. Hide the cards in the room where students can find them without too much difficulty. Tell the class about the "secret messages" around the room and challenge the students to find them. Whenever a card is found, the finder may read it to the class or ask the teacher to read it. Ask whether the student described in the "secret message" recognizes that it is about him or whether the other students can guess who is described. Have the students draw pictures, tape record stories, or write compositions about their messages.

This activity can be varied by putting all the cards in a fishbowl and periodically having the students draw messages.

2. INTRODUCTORY ACTIVITY

Play the "Name Game" according to the instructions below:

1) The class sits in a circle. The teacher starts by saying, "I am Miss Jones." The first student to her right says, "I am Billy and that's Miss Jones." This process is continued around the circle until the last person has repeated everybody's name.

2) The second time around, each person must add something he is good at in addition to his name. For example, "I am singing Miss Jones." "I am basketball-playing Billy and that's singing Miss Jones." "I am mountain-climbing Sally and that's basketball-playing Bill and that's singing Miss Jones." And so on around the circle.

3) Another variation is to have each person add an adjective that describes how he is feeling at that moment. For example, "I'm happy Miss Jones." And so on around the circle.

3. (GRADES K, 1) Have each student make his own big letter I out of butcher paper and show by words, drawings, or cut-out pictures all the things he can do by himself. Have the students share and discuss their "I Pictures."

GOAL II, OBJECTIVE C: The student will be able to identify some of his strengths.

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4. (GRADES 2, 3) Prepare duplicated copies of the following for the students to complete:

   I am ____________________.
   I like ____________________.
   I can ____________________.
   I want ____________________.
   Sometimes I ______________.

   Shuffle the completed papers and place them face down in a stack. Let the students take turns drawing a paper from the pile and reading it for the other students to guess who wrote it.

   If the students have not guessed correctly after three tries, ask the student who wrote the paper to identify himself. (For added fun, be sure to slip your own completed paper into the stack.)

5. Have the students paint a mural of the solar system on a large poster or on butcher paper. Cut out small star shaped pieces of paper and have each student write something they wished they could do better in school and also write their name. Have the students affix these stars to the picture of the solar system, perhaps repeating "Star Light, Star Bright" and naming their wish. Encourage the students to help each other obtain their wish.

6. Send a copy of the chart and cover letter below home to the parents of each student. Children and parents should discuss the tasks a child can do at home and jointly keep an ongoing record of the tasks on the chart. This activity encourages parents to become involved with the positive growth of their children.

ALL BY MYSELF

	All the time	Sometimes	Not Yet
Get dressed			
Comb my hair			
Set the table			
Clean my room			
Etc.			

COVER LETTER

Dear Parents,

Please help ______ keep track of her/his progress on the "All By Myself" chart. When all tasks have been mastered, let me know.

Thank you,

Teacher

GOAL II, OBJECTIVE C: The student will be able to identify some of his strengths.

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7. Have the students make signs giving descriptive sentences that are appropriate for the students, such as:

    I like to read.
    I help my family have fun.
    I clean my room.
    I helped someone today.
    I smile and feel happy.
    I am learning new things at school.
    I am a good sport.

    Suggest a few sentences and let the students make others. Let each student pick a sign that applies to him and put it on his desk, or wear it around his neck. Talk about the signs each student has chosen.

8. Help the students make up stories about themselves with all the key words in the sentences beginning with the first letter of their name. Follow the pattern of the examples below. Have each student share his story with the class and write them for a class bulletin board.

    My name is Steven.
    My favorite food is spaghetti.
    I am a good swimmer.
    And I am strong.

    My name is John.
    My favorite food is jelly.
    I am good at jogging.
    And I am jolly.

    My name is Pat.
    My favorite food is peanuts.
    I am good at painting.
    And I am polite.

    My name is David.
    My favorite food is dates.
    I am good at drawing.
    And I am dependable.

9. Divide the class into pairs and ask each student to draw and color a picture of his partner on a 9" x 12" manila piece of manila construction paper. The picture should emphasize a strength of the student - something he does well, etc. For example, Billy may be good at playing baseball or Sue may be a helper in the library. Encourage the students to make their pictures colorful and to color the entire paper. Then have them glue their pictures onto a piece of 9" x 12" cardboard and shellac it. Ask them to cut the pictures into several interesting pieces to form a puzzle. Provide each student with a plastic container for the puzzle, and have them label it with the name of the student whose picture they drew and their own name. Keep these puzzle containers in a center or in a designated corner of the room where the students can put the puzzles together when they have an opportunity.

GOAL II, OBJECTIVE D: The student will be able to identify personal attributes which he would like to improve.

Sample Learning Outcomes:

- Be able to name several habits or tendencies which he feels need to be improved.
- Be able to list one or two examples of his behavior which other people say need improvement.

ACTIVITIES

1. Give each student the opportunity to be Willy or Wanda Want To. A special Willy/Wanda hat, sign, etc. may be worn by the student. Have Willy/Wanda Want To name one thing he wants to learn how to do. Help him develop Willy/Wanda Want To's Magic Formula and plan activities which will help him accomplish this, including who might help - teacher, parents, classmates, etc. Guide each student to set a goal which is attainable. Designate a Willy/Wanda Want To bulletin board.

   As each student reaches his goal, add a blue ribbon with his name on it. Also ask students to share with the class how they reached their goals.

2. Collect several dozen pictures of animals, selecting ones with which the students will be familiar, but gathering as large a selection as possible. Display the pictures on tables or tacked to the bulletin board where the students can choose one animal to talk about. Tell them to pick an animal which has some quality they would like to have. Give them examples, such as "I would like to be an owl because he is a wise bird," or "I would like to be a horse because I could run far and fast." Give support to their choices as showing ways in which they would like to be better or stronger. Where you can do so, find an instance in the student's recent experience where he already exhibited some of that quality. Example: "You showed you were wise yesterday when you came back in to get a coat at recess." Encourage the other students to think of similar examples that show a student is developing the quality he would like to have.

3. Read the story, "The Little Engine That Could," by Watty Piper to the class. Talk with them about the need to experience success. Ask the students to illustrate the part of the story they liked best and share it with the others.

4. Lead a discussion with the class focusing on current television characters that have extraordinary physical skills (Wonder Woman, Bionic Man, Bionic Woman).

   A) Discuss their unique abilities and that this represents fantasy. Then ask the students to think about all of their physical abilities. Emphasize that from the time they were born, until now they have developed many skills.

B) Write a list on the board of the skills that the students identify. Examples of responses might include:

1. Skill with hands.
2. Skill in using eyes.
3. Skill in throwing.
4. Skill in running.
5. Skill in building.
6. Skill in talking.
7. Skill with legs.

C) Provide a handout for each student that includes the following play activities. (If the students cannot read the list, the teacher may read each item, and ask the class members to call out appropriate physical skill needed to do the activity.) Have the students write down the appropriate number of the physical activity listed on the board necessary in order to accomplish the following play activities.

____1. Stringing beads
____2. Building with blocks
____3. Catching ball
____4. Throwing ball
____5. Modeling clay
____6. Using the peg board
____7. Lincoln logs
____8. Dart games
____9. Flying kites
___10. Skate boarding
____11. Musical chairs
____12. Jacks
____13. Marbles
____14. Pick-up sticks
____15. Tinker toys
____16. Run and seek
____17. Cutting and pasting
____18. Soap carving
____19. Paper folding
____20. Piano playing

D) If you have previously used any activities in which the students have made a "Me" collage, or developed an "All By Myself" booklet, you can ask the students to draw a circle around those activities they can do at least a little bit, and then include the list in the collage, booklet, or other graphic display relating to self-concept.

5. Read the following story to the class.

"MARK'S 20 INCH CHALLENGE"
by Marylin T. Copeland

Mark's new birthday present, a 20-inch, 2-wheeler, stood shining in the bright sun in the yard. The bike had red fenders, chrome handles that reflected like a mirror and battery horn that could be heard at least to the next block. The bike fender had broad white racing strips and the name, "The Challenger," in big bold letters was stamped on the frame. It was the neatest bike that Mark had ever seen. He had been impatiently waiting for the day he would have a two-wheeler.

Mark rubbed the bike handles, blew the horn several times, impressed with the shrill sound it made and practiced putting the kick-stand up and down. Mark looked up the street and saw the bigger boys and girls

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riding their bikes. Mark wished that he would just jump on his bike and ride down the street to join them. But, Mark had never ridden a two-wheeler before, at least one without training-wheels to help him stay up. Mark wanted to ride his bike more than he had ever wanted to do anything before in his life.

Slowly and nervously Mark got up on the bike and sat on the little black seat. He put his right foot on one pedal and pushed on the ground with his left foot. The bike began to move and Mark lifted his foot from the ground. He squeezed the handle bars hard. Mark rolled down two squares of the sidewalk and the bike started to wobble from side to side. Mark felt himself and the bike falling and in one second, Mark and the bike were lying on the grass next to the sidewalk. Mark was under the bike and his legs were tangled around the seat. Mark felt like crying. He was mad at himself and mad at the bike. "Why wasn't it as easy as it looked to ride a bike?" thought Mike. "Why did I want a bike in the first place," Mark said aloud, although there was no one around to answer his question.

Mark sat on the lawn and stared at the bike, rubbing his knee, which had banged hard against the bike when he fell. Mark felt miserable. The sun, which had been shining so brightly just moments before, hid behind some clouds, just as Mark's bright spirits hid behind his disappointment.

As Mark sat on the grass, looking down the street, he saw Joey Watson, the brother of a friend, sliding shakely down the sidewalk on his little plastic skates. Mark recalled that he was a good skater now, but at first he was no better than Joey. He began to remember all the skinned knees and bumps he had gotten when he was learning to skate. Mark looked down at his bike again. The fall hadn't even scraped the paint or scuffed the bright chrome. Slowly, Mark stood up and lifted the bike back on its wheels and threw his leg over the bar.

Discussion: Let the students tell what the story means to them. Have they ever felt discouraged, as Mark did? How do they think the story will end? Did it help Mark to realize that Joey was just a beginner, too? What does anyone need to remember as they start trying something new?

GOAL III: To make students aware of the role that feelings and emotions play in our everyday lives.

Instructional Objectives:

A. The student will be able to identify a variety of feelings and emotions.

B. The student will be able to identify ways in which his feelings have an effect on his behavior.

C. The student will be able to recognize evidence of how others are feeling.

D. The student will be able to describe techniques of coping with feelings and emotions in acceptable ways.

GOAL III

NOTES TO THE TEACHER:

Activities under this Goal focus sometimes on emotions, and in other cases on feelings or moods. It is helpful for students to understand the difference, for while the words can sometimes be used interchangeably, often they reflect a different level of intensity. You may wish to look each up in a dictionary, but abbreviated definitions are given below.

emotion - an agitation; a strong feeling.

feeling - to perceive by sensation; be aware of an emotion, to be conscious of an inward state of mind, as to feel friendly.

mood - a temper of mind; humor; particular state of mind, especially as affected by emotion, as, to be in the mood to work.

It is the nature of poetry that it portrays and reflects feelings and emotions. You will find a rich supply of material for this goal in the many books of verse for children, and many of the classic stories for children provide excellent opportunity for the students to discuss the feelings of the stories' characters. Whether you use Mother Goose, Winnie-The-Pooh or folk and fairy tales, you can provoke discussion about feelings, and by increasing the child's vocabulary, you permit him to communicate better to others what he has on his mind. Also, you can frequently expand the activity by encouraging children to role-play the thread of the story. (See the "How To..." section at the end of the guide.)

Because activities in this Goal are so closely related to the innermost thoughts of students, it is worth remembering that every student should be made to feel absolutely free to pass if he is uncomfortable in answering a question or taking part in a discussion. Your casual, friendly acceptance of his desire to pass tells him you respect him and that he can trust you.

GOAL III, OBJECTIVE A: The student will be able to identify a variety of feelings and emotions.

Sample Learning Outcomes:

- Understand and use correctly a vocabulary of words for feelings and emotions.
- Recognize feelings/emotions depicted in pictures, photographs and role-play situations.

ACTIVITIES

1. Cut faces depicting various emotions from magazines. Paste them on paper and cut them in half to form the upper and lower portions. Let the students choose a situation card, such as, "I just found out that we're moving to a new town," and find the upper and lower portions of faces that best express the emotion they would feel in that situation.

   This activity will be more meaningful to the students if time is arranged for small and large group discussions. Remember, there are no right or wrong answers.

   ### POSSIBILITIES FOR SITUATION CARDS

   - My friend just pushed me down.
   - Everybody else wants to go to the zoo.
   - Somebody called me a bad name.
   - The teacher didn't choose me.
   - My money is gone.
   - He's copying me.
   - Someone tore my paper.
   - She made me cry.
   - My teacher said, "That's great!"
   - My little brother/sister got a new toy and I didn't.
   - I broke my mom's best dish.
   - Our pet died.
   - I won first place.
   - Nobody likes me.
   - I got to do it first.

2. Help the students develop their vocabulary of feeling words by having them complete the riddles below. Then have the students make up their own riddles and share them with the class.

   I'm thinking of a feeling word that sounds like glove.
   When my father hugs me, it must be ____.
   (love)

   I'm thinking of a feeling word that sounds like toy.
   If a friend comes to visit me, I'm full of ____.
   (joy)

   I'm thinking of a feeling word that sounds like had.
   If it rains when I want to play outside, I'm always ____.
   (sad, mad)

GOAL III, OBJECTIVE A: The student will be able to identify a variety of feelings and emotions.

I'm thinking of a feeling word that sounds like cave.
If I climb a tall, tall tree, then I must be ____.
(brave)

I'm thinking of a feeling word that sounds like shirt.
When my friends don't ask me to play, I really am ____.
(hurt)

I'm thinking of a feeling word that sounds like cloud.
If I won the school poster contest, I'd be very ____.
(proud)

I'm thinking of a feeling word that sounds like pad.
When my pet goldfish died, I was awfully ____.
(sad)

I'm thinking of a feeling word that sounds like near.
If I was lost in a shopping center, I'd be full of ____.
(fear)

3. Help the students develop their vocabulary of words which describe feelings by making a chart of "Feeling Words." Let the students talk about the words and their feelings freely. Example:

amused
happy
proud
glad
loved
safe
trusting
mad
sad
shy
brave
merry
lonely
hurt
worried
pleased
important
angry
peppy
upset
jealous
embarrassed
afraid
excited
ashamed
unsure
joyful

A) Make a set of flash cards with the "Feeling Words" above. The students may select pictures from magazines which illustrate the feeling word on the flash card and paste these on the card. As you show the cards to the class, the following questions can be used for discussion.

1. What does the expression on this person's face tell us about what he or she is feeling?
2. What could have happened to make him feel that way?
3. Have you ever felt this way? What happened to make you feel (angry, important, etc.)?
4. Can the expression on someone's face always tell you how they are feeling?
5. Beside the expression on a person's face, what other things tell you how he or she is feeling?
6. What does our body look like when we are excited? angry? ashamed? important? (Explain that the body has a language, too, and that we can learn to decide how a person is feeling by looking at his body.)

B) Discuss which feelings the students like and which they dislike. Ask them to try to explain why in each case. Where different students react differently, bring out that reactions can differ among people.

4. Have the students unscramble the feeling words in the following sentences.

When my best friend moved away, I felt...pypuhna.
When my mother told me that we would be going on a trip, I felt...dexitce.
When my brother breaks one of my favorite toys, I am...gnyra.
When someone calls me a name, I feel...thru.
When there is nothing to do, I feel...obrde.

Suggest that the students write their own sentences ending with words from the feeling list. Assist the students in scrambling these.

5. A) Ask the students to bring in empty oatmeal or round salt cartons. Provide them with small styrofoam balls and pipe cleaners. (If there are enough to go around, let each student do this activity by himself. Otherwise, divide the class into groups of three or four students.)

B) Have the students paste the ball on the top of the box as a head and decorate the boxes to look like people, using the pipe cleaners as legs and "dressing" the boxes with construction paper or other available materials. Talk about the uniqueness of each of the oatmeal carton people the students have prepared. Relate this to the uniqueness of the individuals making them. Have the students paste various textured items (cotton, sandpaper, velvet, metal, etc.) inside their people cartons and let students take turns in exploring the inside of each carton without looking inside, stressing that these materials are like people's inner feelings. Explain that we cannot always tell what a person is like on the inside by looking at the outside. Ask the students, "If we could feel inside of you, what would we feel?"

6. Make thermometers showing the ranges of several emotions, such as:

a. in a rage
furious
angry
annoyed
bothered
displeased

b. fantastic
excited
happy
glad
pleased
OK

Older students will enjoy making their own. Also make situation cards such as, "My brother broke my new bike." Let the students select a card and move a clip on the thermometer to show what degree of the emotion they would feel in that situation. Talk about how they would communicate their feelings. Students may role-play the situations and the expression of feelings.

7. Read the following story to the students, or have them take various parts.

TWO DAYS TO GO

by Marylin T. Copeland

Jerry: Guess what! There are only two days left of summer vacation!

Marsha: Oh no, I bet I'll get a teacher who gives homework.

Melvin: Great, I can't wait!

Tony: I am going to be the only kid on my block to be able to ride a bicycle to school.

Cindy: I love school. It's fun to do new things every day.

John: Why does summer have to be over so fast? It's not fair.

Robert: Suppose the school work is real hard, maybe I can't do it!

Wendy: Even if the work seems hard at first, the teacher will help you and then it seems easy.

Jo: I won't know anybody in my class. I won't have my old friends with me.

Paul: I'm going to make ten new friends when school starts.

Ask your class which of the children in the story they felt like before school started. After several students have chosen varied statements from the story, point out that we all feel differently about things that are about to happen. Re-read each statement in the story and ask the students to assign a feeling word which describes how the child making the statement was feeling about the start of school. Let the students select words from the Feeling Words Chart (Activity 3). Emphasize, when discussing the less positive feelings, that we all sometimes feel worried, unsure, afraid, etc. when we are about to start doing new things or going to new places.

8. Write opposites of feeling words on index cards. Have the students match the positive-negative feelings. Some possibilities are:

Happy - Sad
Proud - Ashamed
Loved - Unloved
Excited - Bored
Brave - Afraid
Safe - Unprotected
Important - Unimportant
Sure - Unsure
Calm - Nervous

GOAL III, OBJECTIVE A: The student will be able to identify a variety of feelings and emotions.

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9. Read the poem, "You and Others," to the class.

YOU AND OTHERS[1]

Once I had a balloon,
but then it broke.

I wanted to cry,
but you thought
it was a joke.

Once it rained
instead of being sunny.
The ducks like it,
but to me it wasn't funny.

We lost the game
and I was mad!
If we would have been
on the other team
I would have been glad.

People feel differently.
This I can see.
Just look at the difference
between you and me.

a. Help the students label the emotions in the poem. Pick out the words that are clues to emotions such as cry, joke, funny, mad, glad, etc.

b. Have the students choose the verse they like best and draw a picture to illustrate it.

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[1] See Acknowledgements.

GOAL III, OBJECTIVE B: The student will be able to identify ways in which his feelings have an effect on his behavior.

Sample Learning Outcomes:

- Can describe how happiness affects his attitude toward others (feels helpful, generous, loving).

- Can describe how being unhappy makes him feel (angry, uninterested in work, hurt).

- Can describe his own reactions to situations in stories, pictures and role-play.

ACTIVITIES

1. A) Distribute construction paper to all class members, and have them decorate one side of the sheet with all those things they associate with "good or happy" days, and the other side with "bad or unhappy" days. They may label the sides if they wish. Have many magazines and greeting card pictures available for them to select illustrations from, and scissors and paste.

   B) Lead a discussion with class members about "good days" or "bad days," and ask how students feel on those days. Do the feelings last the entire day, or do we usually feel both happy and unhappy during the course of most days? Are there ever days when "nothing goes right"? What can we do on a day when "nothing goes right"? Discuss how weather, activities and surroundings influence the way we feel. Also discuss what we can do to help someone we care about (friend, parent, teacher) who seems to be having a "bad day". Provide time for volunteers to share their illustrations.

2. Make a large "Target of Feelings" and label each circle on the target with a feeling, such as proud or angry. On paper arrows, write situations familiar to the students - "You had a quarrel with your sister," or "Your team won the game." Let each student choose an arrow and put it on the target pointing to the feeling he would experience in the situation described on his arrow.

3. Introduce the concept of "warm fuzzies" and "cold pricklies" to the students by reading "A Fuzzytale" or showing the filmstrip "Fuzzies." (See bibliography.) Discuss with the class the different feelings they have when someone gives them a "warm fuzzy" or a "cold prickly."

   As a related art activity, provide the students with a variety of materials (felt, scraps of fabric, buttons, lace, old stockings for stuffing, thread, yarn, socks, steel wool, foil, sandpaper, sequins, etc.) and ask them to make a "warm fuzzy" and a "cold prickly." Have volunteers share their creations with the class and tell why they constructed their creations as they did.

   NOTE TO THE TEACHER: Be certain that the students understand the meaning of "warm fuzzies" and "cold pricklies" before introducing the art activity. Emphasize that expressing friendship and concern for each other (warm fuzzies) makes people happy.

GOAL III, OBJECTIVE B: The student will be able to identify ways in which his feelings have an effect on his behavior.

4. Give the class the choice of three or four topics as subjects to illustrate. Collect the drawings for each topic into a booklet to be displayed in the classroom or on a hallway bulletin board. Topics can be:

   1) "Happiness Is...,"
   2) "Love Is...,"
   3) "Misery Is...,"
   4) "Lonesomeness Is...,"
   5) "Frightened Is...," or others which might be more suitable for your particular class.

5. Play short passages of recorded or taped music for the class, selecting music with a variety of moods. (See suggestions below.) Play each passage once and then ask for volunteers to dance, act or pantomine the way the music makes them feel. Let several students try this at a time, so that if there are different reactions, that becomes evident. Ask other students to say what kind of mood they thought the music suggested.

   Music Suggestions (orchestral arrangements, not vocal)

   The Marine Hymn
   Porgy and Bess
   Pictures At An Exhibition
   Appalachian Trail
   1812 Overture
   DeBussy Nocturnes
   Nutcracker Suite
   South Pacific
   Oklahoma
   Marche Slav

   Summarize that moods can vary and that we can sometimes guess a composer's mood from his music. Were they able to act out a mood by their dancing? Could they guess the mood someone else felt from the music by the kind of dance or pantomine they performed?

6. NOTE TO THE TEACHER: The following filmstrips are from the "How Do You Feel?" series available from:

   Jack L. Hartman and Company, Inc.
   2840 Peters Creek Road
   Roanoke, Virginia 24019

   They may be used individually or together as a unit to help the students understand how their feelings influence behavior.

   A) Show the filmstrip, "How Do You Feel About Being Alone?," and talk about the questions below:

      How would you feel if you were alone in a big city?
      How would you feel if you were alone in your room?
      How would you feel if you were alone on a rainy day?
      How would you feel if you were alone in the park?
      How would these feelings affect the way you would act in a big city, your room, on a rainy day, or in the park?

GOAL III, OBJECTIVE B: The student will be able to identify ways in which his feelings have an effect on his behavior.

B) Show the filmstrip, "How Do You Feel About Other Children?" and talk about the questions below:

How do you feel about being with older children?
How do you feel about being with younger children?
How do you feel about your best friends?
How do you feel about making new friends?
How would these feelings affect your behavior with older and younger children, best friends, and new friends?

C) Show the filmstrip, "How Do You Feel About School?" to the class and talk about the questions below.

How do you feel about your teacher?
How do you feel about your school work?
How do you feel towards your classmates?
How do you feel during play time?
How do these feelings affect the way you act towards your teacher, your school work, your classmates, or during playtime?
If you do not like some of your feelings, what can you do to change them?

D) Show the filmstrip, "How Do You Feel About Your Home And Family?" and talk about the following:

What different ways do you feel about your family?
What different feelings could you have about your mother?
What different ways could you feel about a little brother or sister?
What different ways could you feel about a big brother or sister?
What different feelings could you have about your father?
What different ways do you feel about your home?
How do these feelings affect the way you act towards your home and family members?

E) Show the filmstrip, "How Do You Feel About Animals and Plants?" and talk about the following:

How do you feel about animals?
How do you feel about insects?
How do you feel about plants?
How do you feel when you see a flower?
How do you feel about taking care of plants?
How do these feelings affect the way you act towards animals and plants?

F) After showing the filmstrip, "How Do You Feel About Your Community?" discuss the following with the students:

How would you feel about living in a big city?
How would you feel about living in a small town?
How do you feel about your neighbors?
How do you feel about people who work in your community?
How do these feelings affect the way you act towards your community?

GOAL III, OBJECTIVE B: The student will be able to identify ways in which his feelings have an effect on his behavior.

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7. NOTE TO THE TEACHER: The following filmstrip is part of the "Two Sides To Every Story" series available from:

   Jack L. Hartman and Company, Inc.
   2840 Peters Creek Road
   Roanoke, Virginia 24019

   Show the filmstrip, "Have You Wanted To Be Alone?" and discuss the following questions:

   1) When have you wanted to just do nothing and be alone?
   2) How would you feel if your friend did not want to play and wanted to be alone?
   3) How could you keep from hurting a friend even though you did not want to play?
   4) What would you do if you wanted to be alone?
   5) If someone in your family wanted to be alone, how could you help?
   6) Why do you think people want a place to be alone sometimes?

GOAL III, OBJECTIVE C: The student will be able to recognize evidence of how others are feeling.

Sample Learning Outcomes:

- Can write or tell briefly how a person would feel in a given situation.
- Can respond appropriately to happy/unhappy behavior of classmates.
- Can describe how his behavior affects the feelings and emotions of others.

ACTIVITIES

1. Prior to the classroom activity, prepare a color wheel of eight colors (include primary and secondary colors). Cut, from white construction paper enough circles (4" diameter) to provide each student with two circles.

   Show the color wheel to the class and ask students to identify which colors they associate with happy feelings, and which they identify with unhappy feelings. Emphasize that there will be many different associations with colors, and all the answers are equally right. Distribute to each class member two circles and direct them to crayon one of the circles a "happy" color and the other circle an "unhappy" color. Have the students paste the two circles together. On the following day, punch a hole near the top edge and string yarn through it. Each student then may wear his circle and indicate if he is feeling happy or sad. Ask the class to think of things they might do if they notice that someone has his circle on the sad side.

2. A) Prepare six or eight "dunce" caps large enough to fit your own head, each one a different color. Label each one clearly with a feeling you have during your classroom day. Suggestions:

   - Energetic - orange
   - Pleased - pink
   - Enthusiastic - green
   - Blah! - tan or manila
   - Tired - brown
   - Discouraged - blue
   - Cross - red

   B) Tell the class that you are going to wear your "mood" caps today as a signal to them of how you feel, and ask them to see if it helps them to know what mood you are in. At the end of the day, ask them to tell you if they behaved any differently when they knew you felt cross or tired from when you were wearing a good mood cap.

   C) Ask if anyone wants to try wearing the mood caps tomorrow. Encourage the class to respond to the moods of the person wearing the caps. The class may want to take turns with the caps. If so, you will have many opportunities to pause and discuss why the student is changing his cap at that time.

   D) Conclude by discussing how it can help to know how someone else is feeling.

GOAL III, OBJECTIVE C: The student will be able to recognize evidence of how others are feeling.

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3. Bring a record player and records to class. Include in the selection of records a variety of types of music - vocal, orchestral, marching, symphony, jazz. Allow the students to dance to the music in any way they would enjoy. Encourage all students to participate. Talk about how we communicate not only with words, but with our entire body. Talk about the different types of dance that the different music evoked. Ask if the students had different feelings as they did different dances. (Provide an opportunity to do this activity again, and allow students to bring records from home.)

4. Play a game of "What's My Mood?". Ask one student to be "It"; tape a word which is descriptive of a mood on the student's back (see list below). As he goes around the room letting students see the card, they must try to act out the word to help him guess what it says. Have seven or eight cards to begin with, and add new words occasionally during the year to build their vocabulary.

   Starting words:
   - Angry
   - Cross
   - Happy
   - Pleased
   - Joyous
   - Brave
   - Timid
   - Proud

   Building words:
   - Miserable
   - Anxious
   - Discouraged
   - Excited
   - Frightened
   - Overjoyed
   - Boastful
   - Eager

5. Have the students use the list of "Feeling Words" in Activity 3, Objective III, A.

   A) Tell them to choose words that describe the feelings of people in certain situations. Have the students react to the following situations:

   Susan's father gives her a kiss. How do you think she might feel?

   A rabbit hops with all of his might to get away from a big dog. If he feels the way people do, how do you think he might feel?

   Jim is moving to a new house or to another city that is far away from his friends. How might you feel if you were moving?

   Jane has a new baby brother. How might Jane feel about her brother?

   Karen is making a birthday cake for her mother. How do you think Bobby, her brother, might feel?

   Gary is having a bad dream and wakes up crying. How do you think Gary might feel?

   Tom is lost in a big department store. How might you feel if you were Tom?

GOAL III, OBJECTIVE C: The student will be able to recognize evidence of how others are feeling.

Lucy has taught herself to swim. How might you feel if you were Lucy?

Tom and Bill are brothers. Their father takes Tom to a baseball game, but Bill has to stay home. How might you feel if you were Tom? If you were Bill?

Try to relate these situations to the students in the class.

B) Have the students use the list of "Feeling Words" and describe the feelings of the people in the situation below:

Today is Carol's birthday and her mother has planned a party for her. How do you think she feels?

Larry wants to play right fielder in a baseball game with some friends but cannot find his glove. How does Larry feel?

Jane cannot ride her bicycle for a week because she is being punished for leaving it in the driveway. How do you think Jane feels?

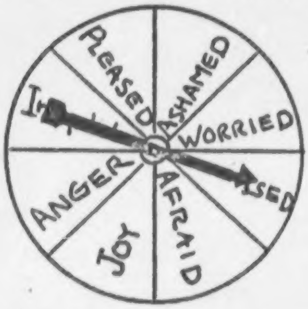
Carl comes in from school and finds a surprise - a new puppy! How do you think he feels?

Fred wakes up in the middle of the night and hears thunder boom and sees lightening flash. How do you think he feels?

6. From magazines and newspapers, have the students develop collages showing different expressions of human emotions. Have them identify the emotions by printing labels.

7. Make a feeling word chart, using a large poster board circle, marked in segments to include the following feelings:

Anger
Important
Joy
Pleased
Ashamed
Worried
Afraid
Embarrassed



Fix an arrow spinner in the center of the wheel with a large brad, so that the arrow spins freely. In turn, have the students spin the arrow and let it stop at a feeling segment. Ask each student to make up a situation that would make a child experience that particular feeling. Ask the student to show the class how the face and body of a person experiencing the feeling might look.

GOAL III, OBJECTIVE C: The student will be able to recognize evidence of how others are feeling.

8. Use the finger play below and talk about the squirrels' feelings.

FIVE LITTLE SQUIRRELS[1]

Five little squirrels
Were playing one day.
The first one said,
"Let's be happy and gay."
The second one said,
"Let's have some fun."
The third one said,
"Let's jump and run."
The fourth one said,
"Let's slide in the shade."
The fifth one said,
"No, I'm afraid."
So he left the four
And wouldn't play any more.

A) Ask the students:

1) Why was the fifth squirrel afraid?
2) Why wouldn't he play?
3) Have you ever felt this way?

B) Have the students draw pictures to illustrate what happened in the finger play.

9. A) Use an overhead projector to show the students several pictures of people with expressions of anxiety on their faces. Ask the class to identify the emotion and discuss things that make people feel anxious. Point out that people usually feel anxious when they worry about what might happen in the future. Talk about things at home and at school that produce feelings of anxiety. Emphasize positive steps in dealing with anxiety by discussing questions such as:

1) What is making the person feel anxious?
2) What is likely to happen?
3) What are some ways in which the situation might be handled?
4) What is the best thing to do? (Would it be helpful to talk with someone about the situation?)

B) Read the following situations to the class and talk about them in terms of the questions above.

Brenda has just moved to a new neighborhood and feels anxious because she does not know anyone.

Richard and Charles had a disagreement on the playground, and Charles hit Richard several times. Charles is anxious about being sent to the principal for fighting.

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[1] See Acknowledgements.

GOAL III, OBJECTIVE C: The student will be able to recognize evidence of how others are feeling.

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10. A) Read the following story to the class.

PEE WEE LITTLE'S GOING-TO-SCHOOL SHOES
by Marylin T. Copeland

Willie James Leverne Little, III, better known as Pee Wee Little on the street, struggled to get into his stiff new Sears & Roebuck jeans on the first day of school. Pee Wee's summer blue and white tennis shoes with the hole on the left toe lay upside down on his bedroom floor. Next to them, lined up like soldiers by his mamma the night before, were the hard brown laced-up shoes he was going to have to wear today.

"Willie James can't go to school with those dirty old tennies," his grandmother had said to his mother last week when they were shopping for school things. "I'm going to buy that boy some good shoes," said his grandmother, hushing up his cries that he loved his tennis shoes and didn't want some old hard brown shoes. "Now look at those nice shoes, Helen," Pee Wee's grandmother said to his mother. "You make sure that Willie James takes care of them now, and he can wear them to church on Sunday, too."

Pee Wee's mother looked at him. "Willie James, what do you say to Big Mamma for buying you those pretty shoes?" Pee Wee hated the shoes, they were the ugliest things he had ever seen. Why did going to school mean giving up wearing his favorite sneakers? He didn't want to hurt his grandmother's feelings, though, and he knew what to expect from his mother if he was sassy.

"Thank you, Big Mamma," said Pee Wee, but his voice was not happy.

After he had gotten dressed for his first day in school, Pee Wee's mother fixed him a big breakfast. Mrs. Little kept smiling at Pee Wee and saying things like, "Be a good boy for your teacher," and, "Don't forget to wash your hands after lunch." Big Mamma came into the kitchen as Pee Wee was about to leave for school with Roadrunner Jackson who lived next door and was in the fourth grade. Big Mamma pulled Pee Wee over to her, kissed him like she would never see him again, and said in a voice that sounded like she was about to cry, "My baby boy going to school, I can't believe it, if only your granddaddy was alive to see it."

Before Big Mamma could find something else to straighten on Pee Wee, Roadrunner Jackson knocked on the door. "Pee Wee ready to go to school, Mrs. Little?" asked Roadrunner. "He'll be ready in just a minute. Come on in," Pee Wee's mother said.

"Well, well, Melvin," said Pee Wee's grandmother (who only called people by their real names), "don't you look nice! Are you going to take good care of Willie James on the way to school?"

"Yes Ma'am," Roadrunner answered politely. "Let's go Pee Wee - oh! I mean Willie James," said Roadrunner, impatiently.

GOAL III, OBJECTIVE C: The student will be able to recognize evidence of how others are feeling.

Roadrunner and Pee Wee walked slowly down the street. The sidewalks were filling up with children of all ages walking towards Carney Elementary. Pee Wee thought to himself that everyone looked different today than they usually did. Many of the children carried bright new notebooks, some had bookbags and a few carried shiny lunch boxes, with pictures of Super-heros on them.

"Hey, Roadrunner, who you got there?" called Biscuit Walker, a boy on the next street who was walking with a group of boys. "Is that Pee Wee? Doesn't he look like a cool dude!" Pee Wee looked down at the ground at his new brown shoes. Was Biscuit making fun of him? Pee Wee didn't know because usually Biscuit and the other boys just ignored him or teasingly threw balls over his head so that he couldn't catch them. Did going to school mean that he was going to be teased all day? That made him mad.

Pee Wee and Roadrunner walked into the school building. The halls looked every bit as big as they had when Pee Wee had come to register. Now, though it was more crowded, because children were walking through the halls in every direction calling and waving to each other. Pee Wee's shoes made clicking sounds as he walked down the hall, and to Pee Wee it seemed like the whole building could hear his noisy shoes. Roadrunner walked Pee Wee over to a room with a picture of Snoopy on the door. "Be cool, man," said Roadrunner with a big smile, "see you at 3:00." He looked at first like he was going to laugh, but instead he patted Pee Wee on the back and then walked off down the hall.

Pee Wee stood at the doorway. He felt like running back after Roadrunner, but Roadrunner had already disappeared in a crowd of children. Pee Wee felt lost. His eyes started to get hot, like he was going to cry. When Pee Wee looked down at the floor, his shoes looked all blurry.

"Good morning," a voice said. Pee Wee looked up and saw that a lady wearing a blue dress was bending down right in front of him. "James Leverne Little," she said, looking at the card pinned to his shirt. "This is your classroom, James, and I'm Mrs. Grey, your teacher. Would you like to come in and meet some new friends?" Pee Wee just stood at the door. Mrs. Grey put her arm around Pee Wee. "You may be feeling a little scared now, James, but you will have fun today." Giving Pee Wee a little squeeze on the shoulders, Mrs. Grey led Pee Wee over to one corner of the room where lots of colored blocks were piled high. "James, this is Ronald, and he will be one of your new friends. You boys can play with the blocks for a while until all the children have come." Mrs. Grey smiled at Pee Wee and walked back towards the door.

Pee Wee just stood next to the block tower. Ronald stared at Pee Wee. Pee Wee stared back at Ronald.

Pee Wee and Ronald just kept looking at each other for a few minutes, then Ronald began putting more blocks on his tower. Pee Wee saw the tower begin to shake. "It's going to fall," Pee Wee yelled, forgetting that he felt new and strange and quiet. The blocks crashed to the floor, scattering in all directions. Ronald and Pee Wee laughed at the big sound they made.

GOAL III, OBJECTIVE C: The student will be able to recognize evidence of how others are feeling.

Ronald started to pick up the blocks that had fallen in front of Pee Wee. "Hey," said Ronald, "you have my shoes!" Pee Wee looked down at Ronald's feet. Sure enough, Ronald was wearing brown laced-up shoes just like his. Pee Wee laughed. "We have twin shoes," he said. Pee Wee felt happy; he had a new friend, and he wasn't the only person in the world to have ugly brown shoes.

B) Use the following questions for discussion:

- How did Pee Wee feel about starting school?
- Did it help to go with a friend the first day?
- What happened to make Pee Wee feel better?
- Do you think Pee Wee likes his shoes more now?

GOAL III, OBJECTIVE D: The student will be able to describe techniques of coping with feelings and emotions in acceptable ways.

Sample Learning Outcomes:

- Can describe an intensely emotional experience he has had, including his first impulse in reacting to it.
- Can suggest at least one acceptable means of responding to a given feeling or emotion.
- Given multiple choices of ways to respond to a problem situation as described in a story or picture, can select a responsible answer to how to cope with the situation.

ACTIVITIES

1. Have a corner of the room set-up as the "Feelings Corner." If there is sufficient space bring in a large cardboard box (size of refrigerator or other appliance); cut windows and line with a soft piece of fabric or carpet remnant. If possible, allow the class to decorate with paints, and crayons. Explain to the class that there are times when all of us need time alone to sort out our feelings, and this special place is available for anyone in the class who wants a little time to be alone. Also have available several plastic bozos, and explain to the class that sometimes all of us become very angry, and that one way to release this anger or frustration is to hit something that will not be hurt by our hitting it. Explain that the bozos are in the class for that purpose. Be sure to emphasize that hitting other people is not an acceptable way to deal with anger. Also explain that at times we may want to release our anger but we must learn to contain it and deal with it in non-physical ways. Lead discussion on ways to deal with anger that are not physical (verbal, art, music).

2. Introduce the concept that individuals have different feelings about similar situations. Illustrate this by sharing a frightening experience you have had with the class. Ask several students to tell about times when they have felt frightened. Then discuss whether others have had similar experiences but felt differently. Emphasize that there is nothing wrong with feeling differently from someone else. Questions such as the following may be used to guide the discussion:

   1) When have you felt __________?
   2) Have any of you had a similar thing happen to you but felt differently about it?
   3) Why do you think people have different feelings about the same experience?
   4) How do you feel at this moment?
   5) Why do you think we all have different feelings?

   NOTE TO THE TEACHER: Share your answers to the discussion questions with the class.

GOAL III, OBJECTIVE D: The student will be able to describe techniques of coping with feelings and emotions in acceptable ways.

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3. Have the students bring in or draw pictures of things that make them afraid. Put the pictures in a large book entitled, "Things That Make Us Afraid." Have the students discuss the feeling of fear as it relates to other people and themselves. Possible questions are:

   Why do you think you are afraid of ________?
   What can you do to protect yourself from ________?
   Is everyone afraid of __________?
   What can we do when we are afraid?
   Where can we go when we are afraid?

4. Show the film, "Me and the Monsters." (See bibliography.) The "Monsters" or fears in the film are:

   . not always succeeding in school
   . unfamiliar grown-ups
   . sometimes being disliked
   . fighting at home
   . fearsome information about drug abuse
   . peers of unfamiliar skin color and language

   Talk about the following questions:

   1) How many monsters were there in the movie?
      A. Six, or seven counting the crawling monster at the beginning.

   2) Where did the monsters come from?
      A. Beneath the sea, says the song.

   3) Where did the monsters really come from?
      A. The monsters were just the little boy's problems and fears.

   4) How many fears did the boy have?
      A. Six.

   5) What happened to each fear?
      A. It turned into a monster.

   6) What were the monsters like?
      A. One was red and round; another had a big mouth; another was a telephone; another had a huge face; another was full of snakes; the last was wet and watery.

   7) What happened to the monsters?
      A. First they tried to scare the boy, but when the boy did a wise thing, they were all defeated.

   8) What happened on Monday?
      A. The boy lost his books in school, the teacher was angry, and the monster said he would fail someday.

   9) What happened on Tuesday?
      A. The boy fell asleep and dreamed about strangers at the door, and the monster said he should be afraid.

GOAL III, OBJECTIVE D: The student will be able to describe techniques of coping with feelings and emotions in acceptable ways.

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10) What happened on Wednesday?
    A. The boy's friends ran away, he felt alone, and the monster said that nobody liked him.

11) What happened on Thursday?
    A. The boy's home was full of fighting and the monster said it was like a war.

12) What happened on Friday?
    A. The boy saw some older kids abusing drugs, and the monster said the boy would do the same thing some day.

13) What happened on Saturday?
    A. The boy visited a school where the kids of four colors (red, black, yellow, and white) were swimming together, and the monster said it wasn't right.

Have the students apply the "secrets" below to each of the fears in the film:

1. Just do your best in school and you don't have to worry.
2. Most grown-ups are nice people just like most kids.
3. Always be ready to make new friends.
4. Peace and happiness start inside before they happen outside.
5. It is dumb to abuse drugs or anything else.
6. Skin color should not separate people.

5. Explain to the students that sometimes it is best to consider the feelings of the person to whom you are talking because people are often hurt by careless remarks. Read the pairs of statements below that people sometimes make and have the students choose which statement expresses the feeling in a more thoughtful way.

1) "No, I don't think that will work."
   "Perhaps another way would work better."

2) "Lisa, we would like for you to work in our group."
   "Lisa, that group doesn't like you!"

3) "Noon is not the time to do it."
   "Would another time be better?"

4) "I think the other team needs Tom."
   "I'd rather not choose Tom for our team."

5) "Someone is not telling the truth about how the book disappeared."
   "Somehow the book has been misplaced."

This activity can be varied by having the students role-play the situations and letting the class choose the better way of expressing the feelings.

GOAL III, OBJECTIVE D: The student will be able to describe techniques of coping with feelings and emotions in acceptable ways.

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6. Develop with the students a classroom poster or chart to be used as a vehicle for identifying helpful, acceptable, and empathic responses in regard to recognizing the feelings of others and the alternatives available for expressing acceptable feelings. The following questions may be used as openers for group discussion:

   A. If someone didn't like what you did, how would you want him to tell you? How could you tell someone that you didn't like what he did in a way that isn't mean or hurtful?

   B. If you lost a game, what could someone say to make you feel better? What could you say to someone who has lost a game?

   Develop these types of questions into a role-playing situation in which the students take turns trying out various methods of communications with each other. Discuss how this will help in everyday life as they try to get along with each other.

7. Ask the students to help compile a list of ways of showing love or affection for others. With the class in a circle, move around the group with each student telling one new way to express love, until every student has offered a suggestion. Ask if there are any others. Expect that the first answers will include answers such as hugging, kissing, patting, etc. You will then need to encourage a wider range of answers by questions, such as "Does someone show love for you when they bake a surprise for your birthday?" and "Are you showing love for a friend when you divide a candy bar with them?"

   Stimulate the discussion by asking ways their grandparents and parents show affection for them. Add all the answers to the list. To summarize the discussion you might suggest that each student think of one person to whom he would like to show his affectionate feelings, and suggest the student select one of the ways on the list. Ask them to report to you the next day about what happened when they used their special way of showing their love. Did the other person seem to feel happier? Did the student himself feel good afterward? Who ends up feeling good when we show our love?

8. (GRADES 2, 3) Ask the students to think of a time in school when there was something they wanted to do, but couldn't - a time when they didn't get their wish. Then have them make a "School Frustration (Bug) List." Using the chalkboard, draw the five columns shown below to record the results.

What I Wanted	(Goal)
What Happened	(Blocking)
Who Did It	(Source)
Where It Happened	(Location)
How I Felt	(Feelings)

Summarize the students' lists on the board. Several points can be made which promote a healthy attitude toward frustration;

- Frustration is upsetting, uncomfortable, and produces unhappiness.
- Different feelings are around, such as anger, disappointment, and sadness.
- It is not the same thing as wrong-doing. You can feel bad without being bad.
- It is OK to be upset when you don't reach a goal. It happens to everyone.

GOAL IV: To help students recognize that all persons have similar needs and are alike in many ways, in spite of differences in age, physical characteristics, nationality and race.

Instructional Objectives:

A. The student will be able to identify individual human needs that are common to all people.

B. The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

GOAL IV

NOTES TO THE TEACHER:

The activities in this Goal focus on understanding human needs, not only as they affect an individual, but as all members of the human race share certain things in common. You will find related activities with a slightly different emphasis in Goal I, where the role of the family in meeting human needs is considered. Goal V touches indirectly on people's needs as it discusses interpersonal relationships and the ways people respond to one another based on their own needs and their understanding of the needs of others.

Several activities are designed to stimulate discussion about persons who have special needs, such as the elderly and the mentally retarded. You can help meet the objectives of this goal if you are able to encourage the class to accept differences in others while recognizing the similarity we all have in terms of our need for affection, emotional support and security.

GOAL IV, OBJECTIVE A: The student will be able to identify individual human needs that are common to all people.

Sample Learning Outcomes:

- Be able to discuss basic needs which are common to all people (food, shelter and clothing).
- Have a beginning understanding of the secondary needs common to all people (receiving love, giving love, emotional support, recognition).

ACTIVITIES

1. Explain and talk about the meaning of needs with the students. Ask them to list or name orally things they need, such as sleep, food, clothing, etc. Then have each student choose at least two things he needs and draw or cut out pictures from magazines to illustrate these needs. Display the pictures on a bulletin board entitled, "Things That I Need." Encourage the students to share their pictures with the class.

2. A) Discuss with the class that some things that people need are much more necessary than others. Food is more essential for survival than recreation. Suggest that we often speak of needing something when perhaps what is meant is that we want it. Ask them to see how well they can pick out the things that we all need to survive and to live in some degree of comfort.

   B) Put two titles on the bulletin board reading "Things We Need" and "Things We Could Do Without." Distribute one picture to each student in the room, showing objects they see every day. (Include pictures of a bottle of milk, a soft drink, a glass of water, toys, warm clothing, houses, a loaf of bread, etc.). Let the students take their pictures to the bulletin board one at a time, explaining why they think their picture fits under one title or the other. Some pictures may generate a discussion. Let the class debate both sides of such questions as whether we need shoes, or toothbrushes, or automobiles.

3. (GRADES K, 1) Use the following vignettes as discussion starters with the class. Have the class identify the need, or needs involved and brainstorm solutions. Have the students rank the needs which they feel are most important. What would you do if...

   A) I was really excited on the first day that it snowed this winter. I hurried to dress and ran next door to my friend's house to see if she wanted to build a snowman. When I got there, her mother said she had a sore throat and could not leave the house. I then dashed over to the house of another friend down the street. Her father answered the door and said that she and her mother had gone shopping. What do I need? What am I going to do?

B) One night, our only television set stopped working. We could hear the sound but there was no picture. My dad looked at the inside of the set and said that the picture tube was burned out. He called the television shop, and he told us that they said it would cost $100.00 to replace such an important part. My dad said that with our rent due, groceries to buy and gas for his car so he could go to work, we wouldn't be able to have it fixed for quite a long time. What do we need? What are we going to do?

C) I read about a terrible thing in the newspaper that happened to a family in our city. In the middle of the night, their house burned down. They were lucky that they all got out unhurt, but all of their furniture and clothes were destroyed by the fire. They had escaped from the house in just their night clothes. What does this family need? What is this family going to do?

D) My grandfather told me that when he was growing up in a small town in Virginia, they had so little rain one year that all the streams dried up and there wasn't enough water in the rivers to pump into the pipes that brought water to the town. What would we do if that happened here?

4. (GRADES, 2 and 3) Use the following vignettes to start discussion with the class. Ask them to identify what is needed in each story, and to suggest possible solutions to meeting the needs they have identified.

A) Mr. Lambert's union has gone on strike, and with Mr. Lambert not working, the family has only a little money left to buy things they need. What are some things they might do until Mr. Lambert goes back to work?

B) Billy Watson has stayed after school to play baseball with his friends, but the weather has turned very cold during the afternoon. Billy feels as though he is going to freeze. What should Billy do?

C) Linda and her mother have been cross with each other because Linda has not cleaned up her room as she was asked to do. Now Linda is feeling very unhappy because she doesn't like the feeling that her mother is angry at her. What can Linda do so that her mother will feel more loving toward her?

D) Jason didn't get out of bed when his mother called him this morning, and he didn't have time to eat much breakfast before the school bus came. Now he is so hungry he thinks he'll absolutely die before it is time for lunch. What can Jason do today? What could he do from now on?

5. The following filmstrips deal with people's need for each other. The filmstrips are obtainable from:

Churchill Films
662 N. Robertson Boulevard
Los Angeles, California 90069

GOAL IV, OBJECTIVE A: The student will be able to identify individual human needs that are common to all people.

Names of the filmstrips, and suggested discussion questions are as follows:

A) "My Mother and Father Need Me" Talk about the questions below:

   1) How do Maria's mother and father need her?
   2) How does Maria need her mother and father?
   3) How do your parents need you?
   4) How do you need them?

B) "My Baby Sister Needs Me"

   1) How does Rodney's baby sister need him?
   2) How does he need her?

C) "My Friends Need Me"

   1) How do Tim's friends need him?
   2) How does he need his friends?

D) "My Dog Needs Me"

   1) How does Karen's dog need her?
   2) How does Karen need her dog?

6. This activity focuses on clothing, and the idea that we select different items of clothing, depending upon climate and what activities we will perform while wearing the clothing.

   A) Cut out different magazine pictures depicting a variety of climates and activities (snow, rain, sunshine, ski-slope, pool, etc.). Next, cut out other pictures of individuals of different ages, dressed in a variety of kinds of clothing (bathing suits, raincoats, jeans, formal clothes). Paste a picture of one of the individuals onto one of the background pictures - making certain that the outfit is totally inappropriate to the background.

   B) Show the class the composite pictures and ask "What's Wrong With These Pictures?" Lead a discussion about function of clothing, and why we select certain items to wear, depending upon the climate and our planned activities.

7. Read the story, "Roger Rabbit," to the class. The story is designed to introduce the students to people's needs for food, warmth, safety or security, love, and self-worth. Students should have little trouble in identifying some of the rabbit's physical needs when he is lost. Help them discover his need for safety, love, and self-worth. The rabbit's needs can then be related to similar needs that people have. A follow-up activity can be a discussion of the kinds of things the boys and girls could do if they were lost.

GOAL IV, OBJECTIVE A: The student will be able to identify individual human needs that are common to all people.

To introduce the story, explain that it is about a friendly rabbit named Roger, who liked to play a game. One day when he was playing the game, he got lost. Some of the things that he needed when he was lost will be discussed in the story. (The story can be made more dramatic by using a stuffed animal to represent Roger.)

"ROGER RABBIT"

Roger Rabbit lived with his three brothers and his mother and father. He was the kind of rabbit who was happy most of the time. All the other rabbits liked him and enjoyed playing with him.

One day Roger, his brothers, and their friends were playing a game called, "Can You Find Me?" One player had to look for the rest of the players, who had hidden. If the player hiding was not found in a short time, he was to shout, "Can You Find Me?" so the person looking for him could find him easier. Usually the rabbits hid in nearby bushes or in an old barn close to where they played.

Roger decided that he wanted to find a place to hide that was so good that no one would be able to find him. By doing that, he would feel like he was the best player. Until now he usually had been one of the first players to be found, and he was determined that it wouldn't happen again.

Where would be a good place to hide? Roger thought and thought. Then he remembered a thick woods where they never played because it was too far from home. Surely they would never find him if he hid there.

He had to run quite far to get to the woods. As he started hopping into the woods, he noticed that the trees were so thick that very little light came through the trees to the ground. The further he hopped into the woods, the darker it got. Roger became frightened. In fact, he became so frightened that he decided to get out of the woods and go back to the bushes near the barn. The trouble was that no matter which way he went, he couldn't seem to find his way out of the woods. It grew later and later. Finally the sun went down, and there was no light at all. The sound of an owl and the total darkness made Roger even more frightened.

As time passed, Roger realized that he had not had anything to eat for a long time. He thought of the delicious carrots he had eaten the day before. Oh, if only he could have one of them now!

Roger must have called, "Can You Find Me?" a hundred times, but nobody seemed to hear him. He thought of his parents and brothers and how much he loved them. Surely they were worried enough about him to search for him. But by now it was so dark that they probably would not be able to find him.

Finally Roger became very sleepy. He did not want to fall asleep because he was frightened and cold. He was afraid some hungry animal might come along and eat him. But he just could not keep his eyes open any longer.

When he awoke it was morning, and some bright sun came shining through the trees. Roger knew that he must have been asleep for a long time.

Just as he was opening his eyes, he heard voices saying, "Roger, Roger, where are you?"

"Can You Find Me?" shouted Roger as loudly as he could.

In a few minutes his parents and brothers came running up to him and hugged him. They had looked for him until dark and had started searching again as soon as daylight came. The happy family started for home, but not before Roger's mother had given him a carrot. It was the best carrot Roger had ever tasted.

1) How do you think Roger Rabbit felt when he couldn't find his way out of the woods?
2) How do you think you might have felt?
3) Why do you think Roger Rabbit wanted to find such a good hiding place?
4) What were some of the things that Roger thought about while he was lost in the woods?
5) What kinds of things do you think you would have thought about if you had been Roger Rabbit?
6) Have you ever been lost? How did you feel?
7) What kinds of needs might you have if you were lost?
8) What might you do if you got lost in a department store?
9) What might you do if you were lost in a forest with no one around to help you?
10) What might you do if you were lost on the beach?

8. A) Read the story, "Best Friends," to the class and have them give their own endings by means of play-acting or discussion.

"BEST FRIENDS"

by Marylin T. Copeland

Ronald and Melvin were best friends. They had been best friends ever since they could remember. Ronald was just two months older than Melvin and they looked so much alike that people were always mistaking them for twins. Wherever Ronald was, you could always find Melvin. Almost every day of their lives Ronald and Melvin spent time together; either Ronald would run down the stairs of their apartment house and knock on apartment 2-B for Melvin or Melvin would jump up the steps, two at a time, and ring the bell on 3-B for Ronald. Once, Melvin and Ronald rigged up a string telephone out of their bedroom windows so they could talk to each other at night after they were supposed to be in bed. That worked fine until one night Ronald's tattletale sister, Regina, told Ronald's mother that Ronald was talking to himself in his room, and she went in to investigate. That was the end of the string phone.

Ronald and Melvin had been in the same class in kindergarten and first grade. Now, in the second grade, Ronald and Melvin had different teachers. Even though they were in different classes the boys still saw each other every day, played together every day and were still the best of friends.

That is, they were, until one sunny October day. On that day, a Saturday, Melvin ran up the stairs to apartment 3-B even before the Saturday morning cartoons were over. He was anxious to see if Ronald could ride bikes. When Melvin rang the bell, Ronald's mother came to the door. "Oh, Melvin," she said, "Ronald isn't here. That new boy down the street came over and asked Ronald if he wanted to come over to his house and play with his race car set."

Melvin turned around and walked slowly down the stairs.

B) The ideas to be brought out in, "Best Friends," are:

1) How Melvin felt when he found out Ronald was playing with a new friend.
2) How did Melvin feel about himself? about Ronald?
3) How do you feel when your best friend is playing with someone else?

C) Encourage the class to enlarge the discussion to include consideration of how we need the love and affection of friends and family.

9. Read the following story and have the students suggest other ways they need friends. The students may enjoy drawing pictures to illustrate each idea.

FRIENDS MAKE THINGS MORE FUN

I can hit a ball with a bat myself, but I need a friend to be the catcher.

I can write a friendly letter myself, but I need a friend to mail it to.

I can catch a big fish myself, but I need a friend to brag to.

I can swing in a swing myself, but it's more fun if I have a friend to give me a push.

I can play cowboys by myself, but I need a friend to be the Indian.

I can sit on a see-saw by myself, but I need a friend to go up and down.

I can dial the phone by myself, but I need a friend to call.

I can ride my bike fast, but I need a friend to race with.

I can eat a bag of "M&M's" by myself, but I need a friend to share with.

I can set the checkers up myself, but I need a friend to be the red or black.

I can walk to school by myself, but I need a friend to talk to.

I can sing a song by myself, but I need a friend to listen.

GOAL IV, OBJECTIVE A: The student will be able to identify individual human needs that are common to all people.

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10. Read the following story to the class.

"ROBBIE"

by Marylin T. Copeland

Jane Rogers invited her new friend, Leslie Walker, over to her house to play one Saturday afternoon. Leslie had just moved into the neighborhood and was in Jane's third grade class. The two girls became friends quickly in school and were delighted to find they only lived three blocks from each other. When Leslie arrived at Jane's house on her bike the two girls greeted each other happily. Jane suggested they go up to her room to play with her doll house. As the girls walked up the stairs Leslie saw a tall, teenaged boy on the landing, staring down. Leslie smiled and said hello. The boy laughed in a deep voice and screwed up his face in a funny way. He said something in a loud voice, but the words were all mixed up, and Leslie was not sure what he had said. Leslie felt unsure about this boy and a little frightened.

"Robbie," said Jane, "this is my friend, Leslie. She's come over to play. Leslie, this is my brother, Robbie." The boy named Robbie smiled again, reached out his right hand and grabbed Leslie's left hand, shaking it hard. Leslie felt like pulling her hand away and she almost did, but Robbie dropped her hand and said something that sounded like it had the word "play" in it.

"That's right, Robbie, Leslie is over here to play with me." Robbie laughed again and walked on down the stairs. Leslie stared at him wondering. Jane smiled at her and said in a soft voice, "Leslie, my brother Robbie is a retarded person."

"What's that?" asked Leslie. Her frightened feelings began to disappear and she was now curious about Robbie.

"A retarded person means someone who has a problem learning things the way other people learn," explained Jane. "Retarded people like Robbie act a little differently because they cannot do all the things a person of their age can usually do. Robbie also has a speech problem and people who don't know him will have a hard time understanding him."

"Gee, Jane," said Leslie, "will he ever get better?"

"Retarded people do learn and Robbie goes to a special school to help him learn new things and to help him with his speech, but Robbie will still not be able to do all the things a teenager does. But, even though Robbie is retarded, he's more helpful than a lot of boys his age. All the neighbors have come over to the house to tell my mom about the nice things he does for them. Yesterday, Mrs. Johnson said that Robbie carried her groceries in the house for her because he remembered that her arm was just taken out of a cast. Most boys wouldn't even think to do things like that, but Robbie's special that way. You'll see when you get to know him."

GOAL IV, OBJECTIVE A: The student will be able to identify individual human needs that are common to all people.

Jane and Leslie played for two hours with Jane's doll house. Every now and then Robbie would come into the doorway of the room and smile at the girls and laugh and talk in his big voice. Leslie could see that Jane understood everything that Robbie said. As the afternoon went on, Leslie began to forget that Robbie was different. She even realized that she was beginning to understand some of what Robbie was saying. At the end of the afternoon, Leslie got ready to go home. She realized after a few turns of the pedals that her bike chain had slipped off its track. The two girls tried to slip the chain back on the bike, but all they got for their efforts were greasy hands. Robbie came out of the house just as they had given up.

"Robbie," said Jane, "Leslie's bike chain has slipped."

Robbie smiled at the girls and bent down over the bike. In a few minutes Robbie had fixed the chain and Leslie was able to pedal the bike again.

"Thanks a lot, Robbie," said Leslie, "I didn't know what I was going to do."

Robbie smiled, laughed and started walking toward the house.

"I told you Robbie was special, didn't I?" said Jane, smiling.

Discuss the following questions:

1) Why did Leslie feel a little frightened of Robbie when she first met him? Have you ever met a retarded person? How did you feel at first?

2) What did Jane explain to Leslie about Robbie? How did this help Leslie?

3) Even though retarded people are different from us in some ways, how are they the same? What do you think they need?

4) How was Robbie a "special" person? What does this say about Robbie as a person?

5) How would Robbie have felt if Leslie had laughed at him? How would his sister Jane have felt?

6) How did Leslie feel about Robbie at the end of the story? How do you think she will act when she meets other retarded people after this?

GOAL IV, OBJECTIVE B: The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

Sample Learning Outcomes:

- Be able to name at least one way in which the needs of an infant differ from those of a child in elementary school; be able to name one way they are the same.

- Be able to name at least one way in which the needs of a grandparent are different from the needs of an adolescent; be able to name one way they are the same.

ACTIVITIES

1. A) Divide the class into four groups, and ask each group to give a family role to every student in the group. Be sure that there are grandparents, parents, teenagers, elementary-aged children and babies in the roles assigned.

   B) Then ask each group to decide which family member in their group needs the most food, the most sleep, the most physical exercise, and the warmest clothing.

   C) After they have decided within their groups, let the students from each group report on what family role they hold, and why they need the most of each thing. Encourage a variety of reasons; if a reason seems illogical, let the students playing the same role in the other groups say whether they agree or disagree.

   D) Conclude the exercise by asking the groups to say who in their "family" needs the most love and affection. Summarize that all family members share the need for love.

2. As a followup to the preceeding exercise, ask the students to retain the "family roles" they had been assigned. Go around the circle asking each student to state their family role, and to describe or act out at least one thing that their "person" would think would be fun to do. Bring out that what is fun for small children doesn't seem fun to teenagers, and that what a mother enjoys doing may not appeal to her husband or her children.

3. Have the students make a scrapbook about an imaginary person - either a boy or a girl. Each week have the class concentrate on a new stage in the growth of their subject. The first section will be about his baby days. The students may cut out magazine pictures of babies sleeping, playing, being cared for by parents, eating, etc. The next section should cover childhood. The third section of the book should be about the child as a grown-up. The last section of the book should be about the person's life as an aged person.

   As the class begins gathering pictures for each stage they can discuss special needs which are usually found at that period in a person's life. They may want to write little stories or draw illustrations of their "person," based on their own observations of what people are like at certain ages.

GOAL IV, OBJECTIVE B: The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

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4. Read the following pairs of vignettes to the students and ask them to identify the similar needs expressed. Ask for ideas as to how each person could meet their need.

   A-1) Last year, Regina Wells moved from a small town in Virginia to a big city. Regina had been living on a farm where there were many things to do for fun. She used to explore the woods, play with some of the farm animals, and tend to her own little garden. Now Regina lives in an apartment building on a busy street. Regina sits alone on the steps outside of the building, watching the cars and people pass by. Everybody looks like they are in a hurry. Regina misses the farm.

   A-2) Mrs. Cotton is an old lady who lives in my building. She is over 80 years old and walks with a cane. She is still able to go to the store and cook her dinner. Mrs. Cotton's husband died a long time ago. Her children live in different parts of the country and come to see her only once in a while on holidays. Every day, when I pass Mrs. Cotton's window, which is on the first floor, I see her sitting in a chair looking out at the street. She must stay in the same chair for a long time, because if I pass by two hours later, she is still there.

   B-1) A boy in our class broke his leg this year. He was out of school for several days and when he came back he had a big cast on his leg, all the way from his feet to the top of his leg. He had to use crutches to walk. When we played kickball at recess, he would stand nearby watching us. He told us that the cast will come off in six weeks.

   B-2) My brother has a friend whose little brother was born with a muscle disease. He is eight years old and his name is Tommy. Tommy can't walk correctly because his muscles don't work together, my brother told me. It takes Tommy a long time to walk down a block. Tommy has to take special classes in walking, but it will be a long time before he walks better. Tommy is a really smart boy and he loves to laugh and play games. Tommy loves to watch football on television and has a lot of pictures of football players in his room. His brother takes him to football practice and Tommy loves to cheer for his brother. When the children on the block toss a football around and have a tag game, Tommy sits on the curb and watches.

5. Collect and mount on construction paper pictures of people representing a wide range of ages and a variety of ethnic groups.

   Play the "Same and Different Game" with the class. Hold up two pictures and have class members say one thing about the two people in the picture that is the same and one thing about the two people that is different. There will be an opportunity for many similarities and differences to be noted, since each picture can be compared with all the other pictures. Be certain to give all the class members a chance to have a turn.

GOAL IV, OBJECTIVE B: The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

Sample replies:

1) The person in picture one is a female; the person in picture two is a male. Both of them are children.

2) The person in picture one is an adult; the person in picture two is a child. Both of them look happy.

3) The person in picture one has black skin; the person in picture two has white skin. Both of the people are females.

Encourage the students to look at the pictures carefully and to develop creative comparisons. Ask them to think of needs each pair would have in common. If they can, have them suggest a need which one of the pair might have, but the other person not have.

6. A) Provide an opportunity for the class to stand up and do stretching exercises. Ask the students what other things they do besides stretching for exercise (running, jumping, bike-riding, dancing, playing ball). Lead a discussion about the need all people have for exercise, and that adults need exercise as much as children.

B) Ask the students to read the following statements and select one of the three accompanying phrases to complete the sentence.

1) Mary and her brother Jamie have been playing cards for the past hour. Probably now they would most like to
   a. color
   b. watch television
   c. ride their bikes

2) Mrs. Davis has been walking through the mall all day, looking for Christmas gifts. When she comes home she probably would like to
   a. sit on the couch and put her feet up
   b. vacuum the living room
   c. prepare dinner

3) The new puppy has been in his cage all night. In the morning when he is let out of the cage he will probably want to
   a. run and yelp
   b. curl up in a corner and go to sleep
   c. stay in the cage

4) Lucy has had a bad cold for three days and she has been in bed. On the fourth day her mother said she could get out of bed. Lucy probably wanted to
   a. read a book
   b. go outside for a walk
   c. color a picture

GOAL IV, OBJECTIVE B: The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

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5) Mark has been playing tennis all morning. When he gets home he will probably want to
   a. listen to some records
   b. eat a big lunch
   c. play basketball

6) Ms. Drew has been grading her class's papers for two hours. When she is finished she will probably want to
   a. go for a swim
   b. write a letter
   c. watch television

7) Ron and Rita have been riding in the car to their grandparents' house all day. When they get there they will probably want to
   a. jump rope, outside
   b. play with blocks
   c. make something out of clay

8) Nancy and her cousin Scott have been at the park all afternoon. When they get home they will probably want to
   a. play tag
   b. cut and paste pictures
   c. jump rope

C) Conclude the discussion by giving the students an opportunity to share their responses. In some situations, more than one response is appropriate. Discuss with the students the idea that a lack of exercise will sometimes cause both fatigue and irritability in all people; ask for examples.

7. A) Collect from National Geographic a series of photographs, illustrating affection being expressed between children and adults. Be sure to select photographs that represent different cultural groups, and also include illustrations of children with elderly adults. Mount the photographs on construction paper. Using an opaque projector show the class all of the photographs and ask them to think about what the photographs illustrate. Lead a discussion covering the following questions.

   1) What do you think these photographs showed?
   2) What kinds of things do you like your parents to do, to let you know they care about you?
   3) What do you do to show your parents that you care about them?
   4) Do all people need affection?
   5) What was different about all of the photographs? What was the same?

B) You may want to show the photographs a second time, and allow the class members to examine each photo, noting cultural differences (hair style, clothing, etc.).

GOAL V: To assist students in improving their skills in getting along with others.

Instructional Objectives:

A. The student will examine the factors which affect interpersonal relationships.

B. The student will begin to acquire skills (sharing, listening) which facilitate effective interpersonal relationships.

GOAL V

NOTES TO THE TEACHER:

This Goal is concerned with interpersonal relationships -- helping students learn how to get along with others. You will observe that implied in the objectives, the sample learning outcomes and the activities themselves is the belief that improving skills in communicating with others is extremely important. Through use of these activities, you can help the students avoid misunderstandings and avoid being misunderstood, thereby reinforcing the other goals of "Dimensions for Living" as well. You may find additional activities under Goal II and Goal III that are useful.

Since much of this Goal is concerned with communications skills, it should be remembered that your own example will serve as an important model. Here again Dinkmeyer's suggestions to help parents in communicating with their children are equally useful for teachers.[1] In describing how to become an effective listener, he says:

> "The sort of communication we are aiming for is based upon mutual respect. 'Mutual respect' means...accepting what the other person says. You may not agree...but you can demonstrate that you accept their feelings.
>
> Becoming an effective listener requires concentration. It involves establishing eye contact and a posture which says, 'I'm listening.' Sometimes good listening requires us to be silent. Sometimes it requires us to respond."

Reflective listening, according to Dinkmeyer, calls for grasping what the child feels and means, based both in his words and his facial expressions. By reflecting back to the child what he seems to be expressing, you can help him feel understood. As your own skills in reflective listening develop, you demonstrate for your students one vital aspect of communications.

A second skill, one very ably discussed in Gordon's Parent Effectiveness Training, is learning to convey your own feelings to others without being accusing or placing blame. Gordon calls this using "I-messages," since it consists of your stating in the first person how you feel. "I-messages" are a means of identifying to another person the behavior which is disturbing, explaining how that behavior makes you feel, and the consequences of such a feeling.

Many people feel self-conscious at first in using "I-messages" or feel that it is a contrived and artificial approach, but if you will experiment with this approach for a day or two, you should soon find it seems quite natural.

For example, you might say to several students who are being noisy and disrupting the class, "I feel very impatient when you make so much noise, because it slows down our class and that means we don't have time to finish our work today before it is time for lunch." Whether you are discussing group or individual behavior, it is a good principle to limit your critical remarks to the behavior itself, and to avoid applying unfavorable comments to the students themselves. Don't say, "Johnny, you're being too noisy." Instead, say, "Johnny, when you make so much noise, it is hard for the other children to hear me, and it makes us all feel cross."

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[1] Dinkmeyer, op. cit., pages 47-48.

While you probably would not use the word "communications" with younger students, you can convey the concept of interpersonal communications to them if you use one or more examples from the various media. For example, explain that for a radio message to be successful, it must have not only a sender who knows how to deliver his message, but also a receiver who actually receives--and hears--the message. Whether you use CB radios or televisions to illustrate the idea, you can made the point that human beings exchange their thoughts successfully only when the one "sending" has a message that can be understood, and when the one "receiving" is actually listening.

When classroom communications break down, try to find out, with the help of the class, what caused the poor communications. You may find that you need to accept the responsibility, if your own message had been poorly sent. If, on the other hand, the difficulty seems to lie with their poor listening or inattention, note that matter-of-factly, and treat the situation as one to be solved together.

GOAL V, OBJECTIVE A: The student will examine the factors which affect interpersonal relationships.

Sample Learning Outcomes:

- Be able to list several ways that "messages" are transmitted between people (words, sounds, body posture, facial expression, written).
- Be able to explain why careful listening improves communication.
- Be able to accept differences in taste, opinions and beliefs held by others.

ACTIVITIES

1. Have the students role-play responses to the following:

   A) You have a friend who lives in California. You want to tell him/her "Happy Birthday." How could you do it?

   B) Your mother asks you at the dinner table, "What did you do in school today?" How could you let her know?

   C) How does the weatherman report the weather conditions?

   D) You want to let someone know you like him/her. What would you do?

   List the methods of communicating role-played by the students on the chalkboard and point out that people communicate in many ways.

2. Ask the students to think of something that they can communicate to their classmates without using any words. Allow two or three minutes for the students to think of what they will do.

   Have each student act out his messages to the class. Ask the other students to guess what the student is saying. Example: "I am scared," "I'm tired," "I'm sleepy," "I'm sick," etc.

3. Make a collection of pictures from magazines, books, etc., showing interaction between and among individuals. Example: children playing, child on doorstep waving goodbye to adults, etc. Present the pictures to the students and have them guess what is being communicated by the people in the picture.

4. Help the students become aware that all people communicate through language or speech even though the words they use may be different. Introduce the students to words they commonly use expressed in other languages, such as Maison or Merci (French for "house" and "thank you"). One at a time, write words on the chalkboard or on flash cards and say them for the students. Have them repeat the words several times. Then have students guess what the translation of the word is by giving them clues.

   NOTE TO THE TEACHER: Students, parents and school personnel who speak another language or tapes or records may be used to implement this activity.

GOAL V, OBJECTIVE A: The student will examine the factors which affect interpersonal relationships.

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5. Explain to the students that the tone of their voice can change the meaning of what they are saying and how what they are saying comes across to others. Have the students read the following sentences, stressing the words in capital letters.

   WHAT are you saying?
   What ARE you saying?
   What are YOU saying?
   What are you SAYING?

   Ask the students if they get a different meaning each time the sentence is repeated. Ask the students what they would think about as each sentence was read.

6. Develop a bulletin board titled, "A Smile Is A Curve That Sets Things Straight." Explain to the class that each week a different student will have a chance to decorate the bulletin board with pictures (from magazines or drawn by student) that represent those things that the students like to do, to make other people feel happy.

   Distribute envelopes to each student, with the bulletin board title written on them and suggest that students begin collecting their illustrations, so when it is their turn they are prepared to decorate the board. Have magazines available for students to cut out pictures, during free time. Talk with the class about how the expressions on our faces often reflect what we are feeling inside, and say a great deal without using any words. Print each student's name on 8-inch x 10-inch construction paper and post it on the bulletin board, when that student is designing the display.

7. Prepare a scroll from brown paper for each student. Title the scroll "A Friend Is Someone Who..." Ask each student to write as many descriptive words or phrases as possible to complete the statement. Encourage the students to think of qualities they want in a friend.

   Display the scrolls in a prominent place in the classroom.

   NOTE: Younger students may dictate their sentences and draw pictures to illustrate.

   Example:

   A FRIEND IS SOMEONE WHO...

   Is loving.
   Will share a popsicle on a hot day.
   Is trusted.
   Says thank you.
   Keeps a promise.

GOAL V, OBJECTIVE A: The student will examine the factors which affect interpersonal relationships.

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8. Read the poem, "Friend Thoughts,"[1] by Billie M. Phillips:

   Think of a friend.
   "Which one?" you say.
   Perhaps a friend
   You see each day,
   Or one you met
   While far away.
   Think of a friend.

   Ask the students to tell about a friend they were thinking about as you read the poem and tell why that person is a friend.

9. Ask the students to discuss "What would happen if ______?"

   A) Everyone liked exactly the same two vegetables.
   B) Everyone wanted to buy the very same car.
   C) No one in this class wanted to do the same thing in play period as anyone else.

   Let the class make up similar improbable situations. Summarize that there are advantages both in similarities and differences, and we do not have to be exactly like our friends.

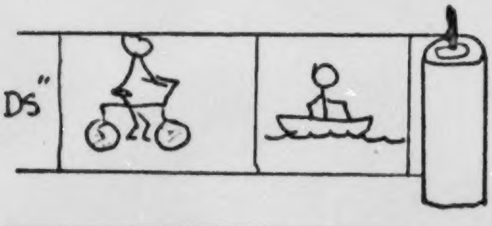
10. Ask the students to close their eyes and to think of one special day or event that they shared with a friend. Distribute 9-inch x 12-inch newsprint paper, and ask the students to color a picture that represents that time of day. Have each student write his name on his picture. Be sure that the students hold their papers in the same direction.

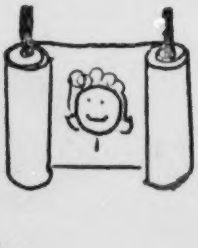
    Tell the students that the class is going to make a "home-movie" all about friends. Bring in a large corrugated box to the class, and turn inside (or cut off) the flaps on one side.

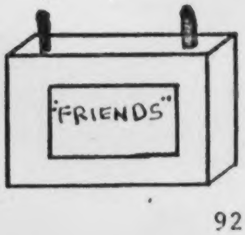
    Make two holes on the top of the box and two on the bottom about the size of the cardboard tube, often found on wire hangers. Bring in two of these hanger tubes to use for rolling up the pictures.

    Have the students paste their pictures together side by side, resulting in one long series of 9-inch x 12-inch papers, attached. Make a title sheet for the movie and paste the edge of it on to tube #1. Begin winding, until the pictures are all wound around the left tube, and the final picture is then pasted on the right edge, to tube #2.

    This will require careful supervision, and assistance from the teacher. Then rewind, so the movie is back at the beginning, and roll the sheets along, allowing each student to discuss his picture, as it appears. Encourage them to focus their remarks on the qualities which they especially value in that friend.







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[1] See Acknowledgements.

GOAL V, OBJECTIVE B: The student will begin to acquire skills (sharing, listening) which facilitate effective interpersonal relationships.

Sample Learning Outcomes:

- Be able to express a simple message in several different forms (verbal, acting-out, facial).
- After listening to another student's statement of feelings on a situation, be able to paraphrase accurately enough to have the other student accept it as correct.

ACTIVITIES

1. (GRADES K, 1, START OF SCHOOL) Teach the students the following poem, "Getting To Know You,"[1] by Virginia S. Brown:

Hello, please tell us who are you.
Please say your name for us.
Then we will say it, too.

Hello, ________, and how are you?
You said your name for us,
And now we know it, too.

Ask the student to say his name after the class recites the first verse of the poem. The class then recites the second verse, repeating the student's name in the first line. Continue this activity until all of the students have had the opportunity to introduce themselves to the class. (Try stretching this activity over the first week of school, introducing only a few students each day. That way, you'll be sure each student remains an individual.)

2. A) Read aloud the following poem, "A Greeting,"[2] by Billie M. Phillips:

I know that I
Should always be
Polite to people
That I see.
To those I meet
I smile and say,
"Hello, and how
Are you today?"

B) With the students in a circle, divide the class into pairs who turn to each other and act out the ending of the poem. Read the poem aloud enough times that each student has a chance to finish the verse by saying the lines to a partner, and then be greeted in return.

C) Ask the pairs to reorganize, taking a new partner to the left, if their first partner was on their right, and taking a partner to the right, if they had a partner on their left the first time. This time, instruct them to offer an entirely different greeting at the point in the poem where a greeting is called for. After these pairs have greeted each other, let volunteers tell the new greetings they used, and see how many ways of saying "Hello" the class can suggest.

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[1] See Acknowledgements.

[2] See Acknowledgements.

D) Discuss why the students think greetings are important. Suggest they try making an unfriendly greeting to their partner and then follow it with a friendly one. How do they feel about the unfriendly greetings? How do they think people feel about them, if the greetings they use in daily life sound or appear unfriendly?

3. Follow up on discussions of various forms of greetings with this exercise.

A) Point out national and regional differences in greetings. Illustrate for them a Japanese bow from the waist, a French or Italian greeting where people kiss each other on one cheek and then the other, the open-palm hand-slapping that many Americans use, and the slight nod of the head used by the British.

B) Let pairs of students greet each other by nationality as the class calls out the names of different nations. This can get rowdy, but let them laugh to relieve the tension of experimenting in unaccustomed kinds of physical contact.

C) Finally, mix up nationalities and have a Japanese and a Frenchman try to exchange greetings, an American and an Englishman. Then discuss the problems in communicating which result.

4. Have the students make their own telephones by punching holes in the bottom of two paper cups or juice cans. Connect the two cups or cans with a piece of string. Then have the class practice good telephone manners using their telephones. Present situations such as the following for the students to act out:

1) Tommy calls to invite Willy over to play ball, and Willy's mother answers the phone.
2) Linda calls the bakery to order a cake for her father's birthday.
3) Sandy phones her classmate, Terry, to ask about homework.
4) Bill calls the hardware store to see if they have any kite string.
5) Mrs. Cook phones her son's teacher to volunteer to help with the class picnic.

5. (GRADES 2, 3) A) To develop students' awareness of non-verbal communication, write out a set of cards to use for playing charades in the class. Make enough cards so that each student will receive one. Instruct the students to look at the cards they have received, but not to let anyone else look at them. Have each student perform his charade in front of the class and have class members guess what he is "acting-out." Set a time limit so that all of the students may have a turn.

B) Following the game lead a discussion about how we often say things without using one word. Sample charades might include:

1. Eating an ice cream cone.
2. Going to sleep.
3. Drinking a glass of water.

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4. Brushing teeth.
5. Opening a door.
6. Buttoning a sweater.
7. Driving a car.
8. Waking up.
9. Reading a book.
10. Jumping rope.
11. Opening a gift box.
12. Hitting a ball with a bat.
13. Bowling.
14. Talking on the telephone.
15. Giving a kiss.

6. (GRADES K AND 1) Teach the students the song below, sung to the tune of, "Row, Row, Row Your Boat." As they sing the song, ask for volunteers to demonstrate how they show love to a friend.

   Love, love, love a friend,
   Show some love each day.
   When you think of others first,
   Happiness comes your way.

7. Have the students play "How To Win Friends."

   On 3-inch x 5-inch note cards, write statements such as:

   Say something nice to somebody.
   Pester someone.
   Touch someone.
   Offer help to someone.
   Ask someone to do something for you.
   Take something away from someone.
   Share something with someone.
   Make fun of someone.
   Pat someone on the back.
   Take someone by the hand.

   Place the cards in a box or similar container and ask a student to select a card.

   Have the students perform the task indicated on the card selected from the box.

   Ask the other members of the class to observe the behavior and reaction of the students involved.

   After several turns discuss the effects of one's actions on others.

   Ask: Can you win friends by ________? Why or why not?

GOAL V, OBJECTIVE B: The student will begin to acquire skills (sharing, listening) which facilitate effective interpersonal relationships.

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8. As an exercise in communicating, obtain a poster from the Department of Motor Vehicles or your local American Automobile Association office which shows traffic signs used in international highway marking. Many will be clear enough that the students can guess the meaning, but some may be confusing. This permits a discussion of what occurs when we don't understand the message being given to us. What would happen if a red light meant "go" in one country? What else could happen if we read one of these signs wrong? What happens when we misread messages and have misunderstandings in our families or our friendships?

9. Initiate the following activity to help the students find out how well they listen.

   A) Have the students put their heads on their desks, close their eyes, and listen hard to the sound they will hear. Slowly and deliberately, draw a simple shape on the chalkboard--a circle perhaps--pressing hard on the chalk. Tell the students to keep their heads down and eyes closed and try to guess what you draw. If necessary, give verbal clues and/or draw the shape several times. Repeat using other shapes. Later, have the students play the same game on their own.

   B) Play a few bars of a familiar song on the piano or use a record. When you stop, the students pick up the tune until you start playing again. Repeat the stop-and-start procedure until the song comes to an end.

   C) Say a sentence to the class and challenge them to repeat it word-for-word. Start with a fairly simple sentence. (For example, "Mary is five and John is seven.") Using the same procedure, work up to fairly complicated sentences. (For example: "Billy, who is in the first grade, Tina, who is in the second, and Marge, who is in the third, had to go to school that day; but Sally, who is too little to go to school, went to the park.")

10. A) Take students on a "sign walk" of the school building, school grounds and the immediate neighborhood. Help the students identify and read the signs they may see along the way and write these down. Back in the classroom, group these signs on the board under the headings:

   Information Signs (examples, OFFICE, LIBRARY, Street Signs, RESTROOMS)
   Warning Signs (DO NOT ENTER, STOP, NO PARKING, KEEP OFF GRASS, NO SMOKING, SCHOOL CROSSING)
   Direction Signs (EXIT, ENTRANCE, KEEP RIGHT, KEEP LEFT, NO LEFT TURN, NO U TURN, NO RIGHT TURN)

   B) Discuss with the students why such signs have been placed where they were located and why they might be helpful. Have the students imagine what would happen if there were no driving signs on the street, in buildings, etc. Ask: "What problems would develop if there were no signs?" "Who do you think made up the different signs we saw?" "Why?" "Are signs a way of 'talking' to us?"

GOAL V, OBJECTIVE B: The student will begin to acquire skills (sharing, listening) which facilitate effective interpersonal relationships.

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11. Introduce the concept of cooperation through the following exercises:

    A) Let the class or small groups of children help with tasks such as helping put materials away, washing paint brushes, moving chairs, etc. Talk about the advantages of teamwork - time saved for other activities, the work is easier, etc.

    B) Display pictures of people working together - for example, men on a construction site; children making something; a mother and other members of the family preparing dinner, etc. Ask the students to identify and talk about what the people in the picture are doing. Pose questions such as: Are the people working together to do the job? Why? If you were big (old, strong, etc.), what do you think you could do to help? Do you like to help other people?

    C) Ask the students to bring pictures of people working together. Put the pictures in one stack. Show them, one at a time, and ask the students to decide if each picture shows a job that one person alone could do or a job that would require more than one person. Encourage the students to explain their decisions.

    D) Watch for newspaper and magazine articles about groups of people who all pitch in to help a neighbor. Examples: a teenage group who paint a house for a senior citizen, or volunteers helping a family after a flood or fire. Discuss how people gain as much as they give when they work together. Mention the early American customs of barn-raisings, quilting bees and corn-huskings. Why were they fun? Who benefits in such events? Suggest that students watch for similar articles and bring them in to share.

12. Show the film, "Free To Be...You And Me," to the class. (See bibliography.) The film investigates the two-way street of interpersonal relationships with friends and siblings and gets at the conflicts and rewards of love and sharing - thus the theme "Friendship and Cooperation."

    A) After showing the film, discuss the following:

        1) What kinds of things do you look for in choosing friends?
        2) What's the difference between a friend and a very, very close friend?
        3) What does it mean to "get along"?
        4) What can you do about hard feelings?
        5) How can you best mend a misunderstanding?

    B) List on the chalkboard examples of times "when we get along" and "when we don't get along." Have the students help with the list. Ask the students to role-play the situations and suggest how problems relating to each can be solved.

GOAL V, OBJECTIVE B: The student will begin to acquire skills (sharing, listening) which facilitate effective interpersonal relationships.

C) Have the students make posters advertising the theme of "Friendship and Cooperation."

13. Have the students role-play situations showing the need for respecting, sharing, and cooperating with others, such as the following:

A) Johnny has a pencil that Jerry wants. How can Jerry get the pencil? (Have the students role-play a number of ways Jerry might use to get the pencil--snatch it, ask for it, sneak it, etc.)

B) Ann and Ruby want to read the same book, but there is only one copy available. What can they do? (Have the students role-play several alternatives, such as, Ruby reads the book to Ann, Ann takes the book and runs into a corner with it, Ruby tells the teacher that Ann will not let her read the book, etc.)

C) Have the students make up other situations.

14. Read the limerick below to the class. Students can role-play the limerick.

NATE'S FATE[1]

by Karen Shelly

There once was a fellow
 named Nate,
Who wouldn't cooperate.
Said the barber, "Don't
 wiggle."
Nate jumped with a
 giggle.
Now Nate is as bald as
 a plate.

Bea saw Nate and said, "Wow!
What are you gonna do now?"
One way or another,
She'd help out her brother.
Too bad she didn't know how.

She measured his head just to see,
How big a wig had to be.
Then over his top
She flopped a wet mop
And said, "Oops! Now, you look
 just like me!"

If this poem sounds silly, just wait,
It's as silly as Bea and as Nate.
It just goes to show,
Why we all have to know
When and how to cooperate.

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[1] See Acknowledgements.

Discussion questions:

1) How did Bea and Nate cooperate?
2) How did Bea help Nate solve his problem?

15. Read the following story to the students.

"THE CLUBHOUSE"

by Marylin T. Copeland

Eric slammed the screen door with a loud bang and hurried around the back of the house.

"Where's the boards you said you'd get?" asked John.

"I couldn't find any old ones and my dad said that he needed the boards in the garage," Eric said. "What's the use, we'll never build a better clubhouse than the MFP Invaders."

"Why don't we ask all the people on our blocks if they have some extra wood," suggested Paul.

"Just forget it," said Eric. "I'm tired of looking for wood, I'm staying right here," he said angrily.

Paul and John left the yard in search of wood for the clubhouse. In a half an hour they were back, their arms full of long clumsy pieces of boards. They certainly had enough wood to build the clubhouse now.

Eric pushed the pieces of wood around with his foot, sizing them up. "Well," he said, "that's enough I guess, but we're going to need more nails. Paul, go ask your father."

"I wish you'd stop bossing everyone around, Eric. Look, *we're* the ones who ran around getting the wood. Now it's your turn to do something besides being the boss," said Paul in an annoyed voice.

"I am *not* going to get anything. I don't care. You do the clubhouse yourself. I don't even want to belong to your stupid club." Eric ran out of the yard, slamming the gate so hard the wood pickets rattled.

"Boy, is he a grouch!" said John.

John and Paul worked all afternoon on their clubhouse. Eric rode his bike up and down the street, secretly watching the progress his friends had made. "I wish I hadn't told them I didn't want to build the clubhouse and be in the club," thought Eric sadly. Eric wished more than anything that he was back in the yard working with Paul and John.

GOAL V, OBJECTIVE B: The student will begin to acquire skills (sharing, listening) which facilitate effective interpersonal relationships.

Discussion questions:

1) How could Eric join his friends again?
2) What did Eric do wrong?
3) How can he get along with his friends better?
4) How did Eric feel as he was watching his friends build the clubhouse?
5) How did Paul and John feel when Eric wouldn't help?
6) Do you think Eric will change the way he plays with his friends after this? Why?

16. (GRADES 2, 3) Instruct the students in making and playing a "Getting Along Rummy" game. Follow the directions below.

1) Write the numbers 1-18 on the board.
2) Fill in beside the numbers by asking the class to suggest 18 different ways that children can get along with each other. (Examples, I share, I help, I listen, I use good manners.)
3) Distribute three index cards to each of eighteen students, assigning each a number from 1 to 18.
4) Instruct each student to write the sentence which corresponds to his number on each of the three cards. Have the students place the sentence number on the top of the card in a circle.
5) Have the students suggest nine ways that children fail to get along. Write these on the board.
6) Select nine students to write one negative statement each on an index card, place the number 0 in a circle on the top.
7) You will now have 63 cards that will be used in the "Getting Along" card game.

Rules

This game is for two or three players and, as such, is suited to a learning center. To win the game a player must have five cards in numerical order in his hand. The zero cannot count as one of the five cards, and therefore will usually be a card the player wishes to discard.

Procedure for Playing

1) Mix up the cards.
2) The "dealer" gives five cards to each player. The rest of the cards are placed face down on the table.
3) The dealer plays first, picking one card from the deck on the table. The dealer chooses one of the six cards in his hand to put on a discard pile face up on the table.
4) The player to the left of the dealer may pick up the top card from either the deck or the discard pile. After picking up a card, the player then decides which card to put in the discard pile.
5) Take turns until one player has five cards in a numerical order.

GOAL V, OBJECTIVE B: The student will begin to acquire skills (sharing, listening) which facilitate effective interpersonal relationships.

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17. Read the following story to the class.

"JOHN'S ANGRY LUNCH"

by Marylin Copeland

John Stephens sat at the kitchen table poking his lunch with a fork. He didn't feel much like eating and he didn't like the idea of having lunch by himself. John's mother was busy cleaning the house preparing for the birthday party John's older brother, Todd, would be having the next day. It didn't seem to John that she had time to talk to him and John felt bored and angry. Todd was out delivering party invitations to his friends and John's older sister, Missy, had walked down to the grocery store to buy the soda, cookies and candy for the party.

"Nobody cares anything about me," John said out loud. But nobody was around to answer. His eyebrows creased in thought as he remembered all the times in the last few days he had wanted to tell Todd and Missy things that had happened to him and they were too busy to listen. "Here it is Saturday," thought John unhappily, "and I haven't got anything to do, nobody wants to talk to me and I have to eat this yucky lunch!" John poked a pea around in his plate, making it roll from one side of the plate to the other. He lined the rest of the peas up in a row and played a bowling game with them, scattering the peas all over the plate. The house was quiet except for the sound of John's mother sweeping the stairway. The boring swish, swish, swish sound of the broom reminded John again that everybody else had something to do today. John put a pea on his spoon and stared at it glumly. "I hate peas," John said to himself. "I hate everything in the world." John pulled his spoon back hard like a catapult and let go suddenly. The pea flew up in the air, smashing onto the kitchen ceiling like a small green bomb. John laughed a short quick laugh. It wasn't a laugh like you laugh when something was really funny, It was more like an angry laugh like you laugh when you know you have done something wrong and you feel guilty. One by one John's peas flew up in the air and stuck to the ceiling and the walls until there wasn't a pea on the plate. John stared up at the wall. He felt worse than he had before.

Discussion questions:

1) How do you think John was feeling about the excitement of his family over the birthday party? Why?
2) Why did John do what he did with the peas? What does this tell us about his feelings?
3) Do you think John knew that what he did was wrong? How did he feel when he saw the peas on the ceiling?
4) Have you ever seen people do things that show you they are mad, even if they don't say a word?
5) What could John's brother and sister have done to make John feel better? What could his mother have done?
6) If you were John and were feeling left out, what would you have done? Would that have helped or hurt?

GOAL VI: To assist students in understanding and using effectively the decision-making process.

Instructional Objectives:

A. The student will learn to make choices in preparation for later decision-making.

B. The student will use a problem-solving procedure in reaching simple decisions.

C. The student will identify ways that his own values influence his decisions.

GOAL
VI

GOAL VI

NOTES TO THE TEACHER:

Values are those elements in our lives to which we attach a special importance; they can influence our choices and govern our decisions. Even very young children have a developing set of values, at first usually derived from parents and family, later from association with others and from the individual's own response to his world.

In his book, Deciding For Myself: A Values-Clarification Series[1]; Wayne Paulson makes the point that values are a reflection of "harmony between thoughts, feelings and actions." Many of this guide's activities provide a chance for students to become aware of how their thoughts and feelings affect their actions. As this is better understood, the decisions they make which lead to action - or inaction - can be subjected to conscious scrutiny, and thus permit the student to reach a responsible decision.

One pitfall facing the leader of any discussion of values is the tendency present in most of us to believe that our own values are the best. The activities in this Goal are intended to bring out to the students that people's values need not be the same. Your task, therefore, is not to instruct the students in what their values should be, but rather to encourage them to think sufficiently about some of the areas in which soundly-developed values are important that they may reach an understanding of what their values are at this stage. We recognize that being non-judgmental with your class is likely to be difficult at first. You already know not to reject or "put down" the values of a student, but it may be more difficult to avoid applauding the ones which are close to your own. Try to remember, when discussing what the students value or consider important to them, that approval is a judgment, also, and while it may be gratifying to one student, could seem a rejection of his own outlook to another.

Many of the activities relate to selecting choices which are a reflection of preferences or taste, and are not descriptive of values as such. They do provide the students with experience in identifying their choices, and in recognizing that it is acceptable to hold preferences (and values also) which are different from those held by others.

A second point to bring out through the activities is that values change as we grow older, as circumstances change, as our responsibilities increase, and as our knowledge and experience affect our outlook on what is most important in our lives. Therefore, you would want the students to realize that values are not fixed or static, and that they should be re-examined throughout our lives.

A key section in this Goal relates to decision-making. You have many opportunities daily to let the students make decisions, both as individuals and as groups. Giving them these chances shows your respect for them, and your trust. Of course, not all their decisions will turn out well. This gives you a chance to introduce them to the process of problem-solving, a technique that is as useful in working on a problem in arithmetic as it is in trying to resolve an argument or classroom behavior problem.

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[1] See bibliography.

If you yourself have the problem-solving steps well in mind, you can help the class through the process one step at a time by asking key questions. After several experiences with this (planning a class outing, deciding who should decorate the classroom door for a holiday, considering how a corner of the classroom could be rearranged), the steps will begin to seem logical to the students, and easy to remember. Thereafter, you can play a less active role, and watch their progress in making decisions for themselves.

With children in the first few grades, the problem-solving process should be kept simple. The following steps should be easy enough for students to use with assistance from the teacher, yet sufficient to introduce them to a rational way of making decisions.

- "What is the problem (question)?"
  Identify the problem or the decision to be made.
- "What are some answers?"
  Gather as many solutions as possible.
- "What is good and unsatisfactory about each answer?"
  Weigh the advantages and disadvantages to the possible solutions.
- "What do we think won't solve our problem?"
  Discard all the impractical alternatives.
- "What do we think might best solve our problem?"
  Decide which of the practical solutions should be tried.
- "What results did we get?"
  Evaluate the results after testing the solution. In some cases further testing of other alternatives may be called for.

Use your own judgment in expanding or eliminating these steps. You might, for example, want to add an information-gathering step if the decision involves where to go for a class field trip. "What do we need to know before we can decide?" Where a problem is concerned with solving a classroom behavior situation, the steps of gathering, weighing and choosing solutions may be combined to some extent, since factual information will probably be less a determinant in choosing a solution.

Clearly, the students' introduction to problem-solving will be quite basic, but it should give them an invaluable means of approaching problems when they are older, and will serve to focus their attention on the fact that many of the actions in our lives are the results of decisions we make.

GOAL VI, OBJECTIVE A: The student will learn to make choices in preparation for later decision-making.

A) Distribute magazines and scissors and instruct the students to cut out pictures of things that they either bring with them to class, or that they use within the classroom. If possible, the teacher should also have photographs of items in the classroom that require attention either from individuals or from the class as a whole. (A Polaroid camera would work well, or take the photographs and develop prior to this activity.)

B) Have the students paste the pictures they have cut out on construction paper. (Appropriate sample items include: coats, boots, trash, blackboard, plants, books, gloves, hats, sharpened pencils, etc.)

Next, collect all of the pictures and photographs.

MY RESPONSIBILITY	OUR RESPONSIBILITY

C) Label the bulletin board as illustrated above. Give class members a turn in picking out one picture or photograph and attaching it on the appropriate side of the bulletin board. Provide opportunity for class members to indicate if they agree with the placements.

3. A) Use two puppets named "Responsible Robert" and "Irresponsible Isaac" to emphasize to the students the importance of being responsible. Have the students take turns showing what Responsible Robert and Irresponsible Isaac would say and do if their mothers or fathers asked them to:

1) Put out the trash.
2) Set the table for dinner.
3) Rake leaves.
4) Put their toys away.
5) Feed the family pet.

B) Ask the students to name responsibilities they have or could have at home or school and see how Responsible Robert and Irresponsible Isaac react to these. Discuss with the students which puppet they like best and would most like to be and why.

4. A) Hide play money of different value in the classroom prior to students' arrival. Tell the class that pretend money is hidden in the room, and that they will have a chance to hunt for it, and then decide what they would do with it, if it were real money. Allow the students to look for the money for a few minutes.

B) Instruct the students to return to their seats and to count the amount of money they found.

C) Give the students an opportunity to indicate what they would do with the money. Suggest to the class that they could decide to save the money, or they could make a "merger" with someone else and buy something that both of them could use together. Provide time for students to make mergers, if they wish.

5. A) Read the following story to the class.

"THE MISSING PAGES"

by Marylin T. Copeland

Pete Marshall sat in the corner of the school library, a pencil clenched between his teeth and the fingers of one hand drumming against the hard oak table. The library was silent; Pete was the only child in the room and the librarian, Mrs. Ables, was in the back room typing. Pete was trying hard to make sense out of a book about volcanoes and to write a short report to give to the class. Pete's teacher, Mrs. Lowry, had picked him to do this special project and he was anxious to do a good job. Some of the words in the book were hard to read, though, and Pete had to concentrate hard to sound them out right.

Suddenly, the front door of the library banged open and three third graders from another class came in chattering and laughing. The noise the children were making took Pete's mind off his book and he looked up.

"Hi Pete," said one of the boys, Roger Harrison. "What are you doing down here?"

"Our teacher said we could come down and look at magazines," said Roger, moving away. The boys sat down by the magazine rack and started arguing loudly about who would look at which magazine first, grabbing magazines out of each others hands and upsetting piles of magazines on the lower shelf. After a few minutes, the boys quieted down and Pete started back to work. He could hear Mrs. Ables' typewriter in the background. As Pete worked, he heard the boys by the magazine rack start to whisper and giggle. Then, he heard a ripping sound, like paper tearing. Curious, Pete walked over toward where the boys were sitting. He saw Roger turning the pages of a science magazine, as he watched, Roger came to a picture of a lion and he bagan to tear the picture out. Pete watched in surprise. He knew that tearing anything out of books in the library was wrong and he knew Roger knew it too. As he continued to watch, Roger and the other boys tore a few more pictures out of the magazine and stuffed them into a notebook they had carried.

Pete walked slowly back to his desk, wondering what to do. Nobody else was in the library to see what happened and Pete realized that the boys hadn't seen him watching them. As he sat at the table in thought, the boys left noisily, waving at Pete as they went past.

Some minutes later Mrs. Ables came out of her office. She greeted Pete with a smile and asked if she could help him. Pete nervously explained what he was doing. His mind was still on what had just happened. Mrs. Ables suggested a few other books on volcanoes that would help him. Then, she said, "You know, Pete, the new science magazine we got in last week had an article on a volcano that erupted in Hawaii. Why don't we look at that?" Pete walked over to the magazine rack with Mrs. Ables and to his horror, she picked up the very magazine Roger and his friends had been holding. Mrs. Ables flipped through the magazine looking for the article on the volcano, but as she turned the pages of the story, she came to a page that was torn in half.

"What has happened to this magazine?" she said in surprise. "It looks like someone has been tearing pictures out on one of the pages you would need to see. I'm sorry, Pete, someone has been very thoughtless and now you will not be able to read the story because part of it is missing. Who would have done this?"

Pete looked at Mrs. Ables without saying anything for a few minutes. He was wondering what he should do. If he told her what he had seen, his classmates would be in trouble, but he also knew that hiding the truth would be wrong.

B) What do you think Pete should do? Have the class discuss Pete's choices. Should he tell Mrs. Ables what he saw or should he protect his classmates?

6. Have the students participate in the following activity in which they take a position by a show of hands. Read the questions below one at a time and ask those who choose to answer affirmatively to raise their hands. Students who choose to answer negatively should point their thumbs down, and undecided students should fold their arms. It is important to let students pass if they choose by taking no action at all.

How many of you...?

1) ____ like to read comic books?
2) ____ would like to live in the country rather than in the city?
3) ____ like to sleep late on Saturday mornings?
4) ____ think watching TV is more important than school?
5) ____ would like to learn to be a good cook when you are older?
6) ____ like to be alone sometimes?
7) ____ think girls should play with cars and trucks?
8) ____ are afraid of thunder and lightening?
9) ____ would rather take a long trip in a car rather than in an airplane?
10) ____ would like to have a famous person for your mother or father?
11) ____ think you play games fairly and are a good sport?
12) ____ like to stay up late at night even though you have to get up early the next morning?
13) ____ would rather participate in a sport than watch it being played?
14) ____ like cabbage?
15) ____ would help out more at home if you got paid?

GOAL VI, OBJECTIVE A: The student will learn to make choices in preparation for later decision-making.

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7. Have the students make a "Things I Love To Do" book. Students should use a separate page to illustrate things in life that he/she loves to do. Students may draw, cut out pictures and/or words from magazines, or write about their choices. Ask the students to choose the one thing from their books that they love to do best and tell the class about it.

8. Play "What's Behind The Door?"

   A) Before students arrive in class, draw a large door on the chalkboard. After the students have noticed the drawing, and indicated interest, pass out a slip of paper to each student. Ask the class to close their eyes and to think for a few moments of what they would most like to find behind the closed door. Tell them it can be absolutely anything.

   Then ask the students to write down what they would like to find, and not to sign their names. Put all the slips of paper into a bowl, and each day draw several slips of paper and read them. See if the students can guess who wrote down each answer. Also, discuss the similarities and differences in the answers.

   B) If the class enjoys the activity, it can be repeated with variations such as:

      1) Draw an airplane or car and ask students to write down where they would most like to go.
      2) Draw a house and ask students to write down what type of house they would most like to live in.

GOAL VI, OBJECTIVE B: The student will use a problem-solving procedure in reaching simple decisions.

Sample Learning Outcomes:

- Given a simple problem, can describe briefly the major steps in weighing alternatives and reaching a suggested solution.
- Given a story describing a problem, can state in simple terms the general nature of the problem.

ACTIVITIES

1. Show the filmstrip, "Learning To Decide," to the students and talk about the steps involved in making decisions. (See bibliography.)

2. (GRADES K, 1) Help the students learn to identify problems by playing "What's Wrong Here?" Make obvious mistakes for the students to discover and correct. As each "mistake" is made ask, "What's wrong here?" Talk about what the problem is and what can be done about it. After several examples, ask for volunteers from the class to make "mistakes" for the other students to discover. "Mistakes" might include:

   Trying to write with an upside-down pencil.
   Trying to sit on a chair that is turned on its side.
   Trying to eat a banana without peeling the skin off.
   Trying to put on a shoe that is laced and tied.
   Trying to drink milk from an unopened bottle or carton.

   NOTE TO THE TEACHER: This is a good activity for younger students (K-1) who are being introduced to problem-solving.

3. (GRADES 2, 3) A) Introduce the students to the following terms - PROBLEM, ALTERNATIVES, and CONSEQUENCES. Explain to the students that problems are situations where people are thinking about something difficult to understand and are trying to think of what to do. An alternative is a way to solve a problem. Present several problems to the class, such as:

   1) Roger would like to play with the basketball that Fred is using.

   Discuss with the students:

   How does Roger feel?
   What is the problem?
   What are some alternatives, or ways of solving the problem?

   2) Some students in Mrs. Johnson's class are playing tag. Joe wants to join the game but several kids don't want him to play.

   Discuss with the students:

   How does Joe feel?
   What is the problem?
   What are some alternatives, or ways of solving the problem?

B) Explain to the students that certain things are likely to happen when a person chooses a particular alternative to solve a problem - that is, each alternative has a consequence. Focus attention on reach of the alternatives the students named for Roger and Joe. Talk about the following questions:

What are the consequences of each of the alternatives named for Roger?

What are the consequences of each of the alternatives named for Joe?

4. TROUBLE-SHOOTING

A) Write the words TROUBLE-SHOOTER on the board. Ask if anyone knows what it means. Discuss each word and then suggest that the phrase means a way of getting rid of a trouble or problem.

B) Tell the class that some people actually work and are paid to be trouble-shooters, but that anyone can learn how to be a trouble-shooter for a lot of his own problems.

C) Tell them you are going to organize a Trouble-shooters Academy and will tell them how to solve problems. Using a simple outline, put the steps to problem-solving on the board. Spend a little time each day talking about these steps one by one. Using classroom experiences, give them many chances to apply the steps and also encourage reports on any use they have made of trouble-shooting at home.

D) Keep the opportunities of the use of trouble-shooting before them, asking different students to use the steps to lead class discussions on how to plan a class party, how to rearrange tables for parents' night, how to decorate a holiday blackboard, etc.

5. Write problem-solving situations such as those below on pieces of paper and place them in a fish bowl, hat, etc. Have each student draw a situation and decide which alternative he or she would choose - tell the teacher, walk away or ignore the situation, talk it over, tell a friend, other solution. Ask if others in the class agree or disagree and why.

Situations

1) Several children come in from the playground and break ahead of George at the water fountain. What does George do?
2) Barbara takes a crayon out of Susan's hand. What does Susan do?
3) There is paper all around Mike's desk, but he did not put it there. What does Mike do?
4) Peter takes Jim's gloves and says they are his. What does Jim do?
5) Nat finds money on the playground. What does Nat do?
6) While the teacher is out of the room, Peggy hits Margaret on the head. What does Margaret do?

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7) Larry is sitting in Bill's desk when he runs out of paper. What does Larry do?
8) Mary races for the door to line up first, but it is Lynn's turn to be first. What does Lynn do?
9) Mindy is playing baseball and misses catching the ball. Carol and Dee laugh at her. What does Mindy do?
10) Ben accidentally spills paint on Steve's picture. What does Steve do?

6. Read the following situations and have the students respond to each sentence to develop the idea of responsibility for one's own behavior.

Would you talk or listen when...

...your teacher is reading a story?
...a classmate is telling the class about a trip he took?
...a visitor is talking to your teacher?
...your class is discussing a project?

Would you lead or follow when...

...younger children were doing something dangerous?
...when you are playing sports?
...when your friends are planning what to do for the day?
...when your club is going on a hike?

Would you help or just stand by when...

...a grownup drops a package of groceries?
...your baby brother spills his milk on the floor?
...the classroom needs cleaning?
...another class is singing Christmas carols in your classroom?

Would you be loud or quiet when...

...your father is talking on the phone?
...you are playing in the school yard?
...your class is in the library?
...you go to a restaurant with your parents?

Would you be a partner or be alone when...

...a new boy in the school is lost?
...your teacher is giving the class a spelling test?
...the students at your table need to share the crayons?
...a friend needs help understanding his homework?

GOAL VI, OBJECTIVE B: The student will use a problem-solving procedure in reaching simple decisions.

7. Read "Who Will Help Me?" to the class.

"WHO WILL HELP ME?"[1]

"An invitation for me!" Jane shouts as she quickly opens the letter that has just come in the mail. "Sally's having a skating party next Saturday," she tells her mother.

"That should be lots of fun," Mother says.

"But Mom, I don't know how to skate. What am I going to do? I really want to go to the party, but I'll be embarrassed if I can't skate. I guess I'll call Sally and say I can't come," Jane says sadly.

"Oh Jane, wait a minute. Don't turn down the invitation yet. We'll think of something. You have a week to decide," Mother urges.

"Why don't you find a friend to teach you to skate," suggests Dad looking up from his newspaper.

Jane give her Dad a big hug saying, "Hey, that's a great idea. Let's see, my three best friends Alice, Jody, and Nancy can skate. I wonder which one of them I should ask to teach me?"

"Isn't Jody the best skater?" Dad asks.

"Yes," says Jane, "but she likes to do things in a hurry. She isn't very patient."

"Alice can skate pretty well, can't she?" adds Mother.

"She's not as good a skater as Jody, but she's a little more patient," Jane decides.

"Nancy is so nice," says Dad. "Maybe she would be the best teacher."

"She really is my nicest friend," explains Jane. "But she can't skate as well as Jody and Alice."

"I must make a decision soon. The party's only a week away," Jane tells her parents. "Let's see, which friend will I ask to teach me to skate, Jody, Alice, or Nancy?"

A) Have the students name the words that describe each of Jane's friends. Discuss which attribute would appear to be most important to Jane's purpose.

B) Let the students draw a road on the chalkboard. Mark it "The Road To Decision." Then place various words along the way such as: kind; patient; skilled; able; interested; or encouraging. Discuss which qualities seem more important or if all are about of equal importance.

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[1] See Acknowledgements.

C) Have the students point out the various ways in which mother has been helpful.

D) Discuss father's contribution to the discussion. Finally, ask the students to make a decision about who should help Jane. Have the students raise their hands to see who voted which way.

GOAL VI, OBJECTIVE C: The student will identify ways that his own values influence his decisions.

Sample Learning Outcomes:

- Report specific instances in which his values affected a decision to take an action.
- Report specific instances in which his values influenced him to decide not to take an action.

ACTIVITIES

1. Ask the students to keep a daily log of their activities for a week, including Saturday and Sunday. Younger students can draw pictures in their logs instead of writing the things they do. At the end of the week, have each student choose one day from his or her log and share with the class what he/she did on that day. Students may share by drawing pictures, writing stories, or discussing with the class. Ask the students why they chose a particular day to tell about.

2. (HALLOWEEN) A) Make copies of a smiling face with ten large teeth. The teeth should be numbered randomly from one to ten. Give each student a copy of the face and play "How Responsible Are You?" Read the responsibilities listed below and ask the students to color in the appropriate numbered tooth if they feel they fulfill the responsibility most of the time.

   1) Tell Mom and Dad where you are going.
   2) Dust and vacuum around the house.
   3) Be ready for school on time.
   4) Be home before dark.
   5) Make your bed.
   6) Listen to your teacher.
   7) Put your bike or toys away.
   8) Brush your teeth.
   9) Set the table or help with the dishes.
   10) Feed your pet(s).

   B) The list of responsibilities may be changed to fit the age level and needs of the students. They may also want to suggest additions. After they have finished coloring, have the students paste their faces on heavy construction paper and then cut out the faces. Give each student a piece of yarn long enough to go around his neck and ask him to attach it to the smiling face by punching a hole at the top and threading the yarn through the hole. Encourage the students to wear their smiling faces around their necks all day.

GOAL VI, OBJECTIVE C: The student will identify ways that his own values influence his decisions.

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3. Read the following story to the class.

"THE DAY CORA MAE FORGOT TO CALL"

by Pamela J. Barr

Cora Mae was really happy when her friend Jessie invited her to come to her house to play after school. Jessie was one of the most popular girls in class, and Cora Mae had wanted to become her friend ever since she had moved into Oakdale. That afternoon, she and Jessie sat next to each other on the school bus and Cora Mae just knew that everyone had noticed when she got off the bus with Jessie, in front of Jessie's apartment building.

Jessie's mother was at work, when they got to the apartment. But Jessie had her own key, and she let them in. Cora Mae wished that she had a key to her apartment, instead of her mother always being there when she came home from school.

"Say, I'd better call my mama," said Cora Mae, when they got inside. "She'll be looking for me to be coming home, about now."

"OK," said Jessie, "but let's have a coke first."

After they had had their coke, the two girls went into Jessie's room and listened to her records, and talked. Jessie's room had all kinds of posters on the walls, and she even had her own telephone. Cora Mae thought about her room that she shared with her two sisters, with plain white bedspreads and white curtains. She wished she had a room for herself, so she could decorate it. She would probably do it just like Jessie's room.

The time passed very quickly that afternoon as the two girls talked. They both looked up in surprise when they heard a key in the door, and in walked Jessie's mother.

"Hello, I see Jessie has brought another friend home. I hope you can stay and have supper with us."

Cora Mae said, "Thank you Ma'am, but I best get home now."

Suddenly Cora Mae realized that she had never called Mama. She put on her coat, and quickly left. Cora Mae ran home as fast as she could. Her apartment was ten blocks away and when she reached home, she was so tired she could hardly catch her breath. She rang the bell, and her sister June answered the door. June said, "Where have you been child, Mama's been crying and worried to death about you all afternoon!"

Discussion Questions

1) What do you think Cora Mae said to her mother when she got home?
2) How do you think Cora Mae felt when she realized how worried her family had been about her?

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3) What do you think Cora Mae's mother said to her?
4) Have you ever experienced a similar situation in your family?
5) Do you think Cora Mae was punished for not calling home?
6) Suppose that Cora Mae's mother told Cora Mae to decide upon her own punishment. What do you think Cora Mae would decide was fair punishment?
7) Have you ever considered the idea that a family operates somewhat like a "pebble and a pool of water"? The actions of one person in the family ripple out and affect all the other family members.
8) Can you think of a situation that demonstrated the ripple-effect in your family? This can be for happy situations as well as unhappy situations.

4. Read "Andy, A Boy Who Ran Away" to the class.

The story concerns Andy, a small boy who feels at odds with his family. His mother makes him eat foods he doesn't like; his brother picks on him; his dad spanks him. One morning after a breakfast table scene, Andy starts out to run away from home. It isn't long, however, before he has second thoughts, prompted by uncertainty about where he should go, a sudden shower, and a degree of loneliness. The story is left unresolved, but its tone suggests that Andy will return home.

"ANDY, A BOY WHO RAN AWAY"[1]

It was morning and Andy was angry with his mother. "Why do I have to eat this old cereal all the time?" he asked. "When Jimmy doesn't want to eat his cereal, his mother doesn't make him do it. I'd rather live at Jimmy's than here!"

"Oh, Andy," his mother answered, "you really don't want to go somewhere else to live, do you?"

"Maybe I do!" Andy shouted. "And Jimmy's big brother doesn't pick on him, either, like Tom picks on me."

"Stop shouting so," his mother said. "Do you want me to call Jimmy's mother and see if she'll let you live there?"

"Awww-" Andy groaned. He made a terrible face as he swallowed the last of the cereal. "Maybe I'll go away and live all by myself! No family at all!" he said in a very loud voice. But his mother had begun washing the breakfast dishes and she didn't even seem to be listening.

So Andy went stomping away from the table. "Nobody even cares if I stay here or not," he muttered. He stood thinking for a minute and then he made up his mind. He was really going to run away. He went into his room and began to pack. The first things he got were his baseball cap and a red-and-blue shirt; then he got a bag of orange jelly beans and ten cents he had hidden away in a drawer. Andy put everything in a paper bag, tucked the bag under his arm, and walked right out the front door. Nobody was even looking.

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[1] See Acknowledgements.

GOAL VI, OBJECTIVE C: The student will identify ways that his own values influence his decisions.

He was on his way! No more cereal. No more going to bed early. And he wouldn't have to share anything with anybody. And no more scoldings from his mother and spankings from his dad.

"I'll show'em," he said out loud.

Andy walked and ran and swung his paper bag over his head. He skipped and hopped and he even laughed. After what seemed like a long time, he came to a park and sat down under a tree. All of a sudden he was really hungry, so he got his jelly beans out of the bag. He put on his baseball cap and started to eat. He looked around at the people walking in the park, but he didn't see anyone he knew.

When Andy finished all of his jelly beans, he started to think about what he should do next. He could go to Jimmy's. But maybe Jimmy's mom would call his mom and spoil everything. And Jimmy's family had so many children anyway that they might not have room for him to live there.

He could go to his grandmother's. But he wasn't quite sure that he could find his way there without getting lost. He could spend the afternoon at the zoo! That was a good idea. But--what could he do after that? As a matter of fact, Andy wondered, what do you do exactly when you run away?

Andy suddenly noticed that most of the other people in the park were gone. He looked up and saw big dark clouds. It looked like it was really going to rain hard. He wished he had brought his jacket. He wondered if it would be raining at night, when he would be sleeping outside, and he thought for just a minute about his bed at home. Then it started to rain. Andy couldn't help thinking about how dry and warm it would be at home. He thought about his mother's good toasted cheese sandwiches and how much he would like one right now. Oh boy, he was hungry! And wet. And a little bit lonesome.

"What should I do now?" Andy wondered.

A) Discuss the questions below with the class:

1) How do you feel about Andy's story? Do you think it is happy? sad? funny? Why do you feel that way?
2) Why did Andy run away? Do you think that not wanting to eat his cereal was the whole reason? What are some other things that made him decide to leave? Do you think those are good reasons for leaving home? What do you think about the decision Andy made to leave home?
3) Do you think that running away will solve Andy's problems? If Andy comes home, will his problems still be there? Is there some other way that Andy could have tried to solve his problems? What do you think he might have done? Do Andy's problems make you think of any problems that you have had at home? What do you do about these problems?

4) How did Andy's mother act when he was threatening to leave? Why was she so calm? Do you think she believed he would really leave home? Do you think she would have acted differently if she thought he might leave home? How would she act? Why?
5) What do you think Andy's mother said and did when she discovered Andy was gone? How do you think Andy's family felt? When Andy ran away, do you think he thought about how his family would feel? If you were one of Andy's parents, how do you think you would feel?
6) Andy is not the only child who has tried running away from home. Have any of you ever tried to run away? Where did you go? How did you feel? Why did you go home again?
7) Do you think Andy could get along by himself? Could he for long? Why, or why not? What did Andy start to miss as he sat in the park? What would you miss if you were Andy? What would you miss besides these things?
8) What do you think Andy will do next? What ending would you make up for the story? Why do you think Andy will do that?

B) Andy's story stops on a note that suggests he will return home, but it is actually open-ended. Students might act out their own ideas of how the situation will be resolved. The teacher might stimulate the role-play by saying to the students, "How do you think things might work out if this (one of the following) were the last line of Andy's story?"

1) Just then, a policeman happened to come along.
2) And so Andy ran home as fast as he could. He wondered what mother would say when she saw him.
3) Andy happened to notice a telephone booth on the corner.
4) All of a sudden, Andy saw his friend Jimmy and Jimmy's mother walking down the street.
5) Down the block, a familiar green car was parked at the curb. Andy looked at it hard--yes! It was his car all right, and mother was sitting in it, looking in his direction.

C) To focus on the way one's own decisions affect others, the class might list a number of decisions, and for each decision indicate all the people that it might affect and in what ways. To begin the activity, first touch briefly on Andy's decision to run away and review how his action would affect his mother, his father, his brother, his friend Jimmy, perhaps, and possibly even other persons not mentioned in the story. Next provide the class with a few examples of common, everyday decisions that affect others, asking,

Who cares if I decide to
    help Dad rake the leaves?
    not eat my breakfast?
    pick up my toys when I'm finished playing?
    borrow my brother's bike without asking?
    be late for school?
    play with someone no one else wants to play with?
    take the dog for a walk?

GOAL VI, OBJECTIVE C: The student will identify ways that his own values influence his decisions.

D) Use the following open-end sentences for group discussion, for individual conferences, or as topics for drawings or for writing brief paragraphs:

1) I think that the biggest thing Andy learned was ____.
2) If I were a parent and my child ran away, I would ____.
3) Before you make a decision, you have to think about ____.
4) If I had a problem like Andy's, I would ____.

GOAL VII: To provide students with basic information needed in making effective decisions in daily life.

Instructional Objectives:

A. The student can name several services which most communities provide to residents.

B. The student can discuss what consumers need to know to function effectively.

C. The student can discuss basic concepts in effective management of financial resources by individuals and families.

D. The student can discuss why rules are necessary for individuals, the family, and society.

E. The student can demonstrate familiarity with a variety of careers and occupations.

F. The student can describe basic principles which contribute to optimal individual and family health.

GOAL VII

NOTES TO THE TEACHER:

Unlike the other Goals, which are oriented to activities concerned with affective material, this Goal consists primarily of cognitive activities and information. It is intended to supplement those goals which are concerned with helping people to meet their needs, and with providing sound information on which decisions can be based. No attempt has been made to include comprehensive information, since the general curriculum of many schools covers such facts in courses on health, nutrition, social studies, etc.

The Objectives which are offered here are included because, as the curriculum guide was being prepared, we were urged repeatedly by parents, students and teachers to include both activities and information which would focus on helping students become aware of the factors which can have an impact on families and family life.

One suggestion would be that you draw on the activities contained in this Goal when you are planning a unit for your class which touches on one of the areas covered by the six Objectives under Goal VII. For example, if you are planning lessons that teach health information, you may find activities under Objective F which not only impart facts, but also carry an emphasis on assuming responsibility for our own health decisions.

For the younger student, it is probably enough if they develop an awareness that there are sensible approaches to thinking about health, or careers, or the community services which help people meet their needs. The object is not to memorize a set of facts. It is more important that students gain some confidence that they will know what to do and how to do it when they are faced with practical decisions in their daily lives.

GOAL VII, OBJECTIVE A: The student can name several services which most communities provide to residents.

Sample Learning Outcomes:

- Can name services that protect people (police, fire, emergency services).
- Can name services that help people (schools, health departments).
- Can name special services which help people (parks, libraries, hospitals).

ACTIVITIES

1. A) Plan and conduct a lesson on each of the following:

1) policeman
2) fireman
3) postman
4) grocer
5) banker
6) nurse
7) doctor
8) sanitation workers
9) custodian
10) cafeteria workers, etc.

B) Discuss with the students the various contributions that each of these persons makes to them as individuals, to their family, and to the neighborhood. Emphasize the fact that people are dependent upon each other.

C) Invite guests, representing some of the occupations above, to visit the class. Request that they wear their uniforms and/or bring a sample of the equipment and materials they use on the job.

D) Allow the students to ask questions of the guests.

E) Ask the students to draw pictures showing as many people at work in the community as they can think of. Have the students share their pictures and then display them in the class.

2. Take the class to visit the post office and find out the following:

1) How many people work here?
2) How does a typical day go at the post office?
3) How is the mail sorted?
4) How is the mail delivered?
5) How and when are new stamps released?

3. A) Discuss the meaning of the word "emergency." Begin by asking for definitions from the students, and then put the following, or a similar dictionary definition, on the board.

EMERGENCY - an unforeseen combination of circumstances which calls for immediate action.

B) Explain to the class that sometimes people are in need of emergency help from the community in which they live. Give specific examples of the kinds of help that people may need (i.e., emergency medical care, disaster relief, police aid, fire-fighters, etc.).

C) Allow the students to relate from their own experiences stories of emergency assistance that they have witnessed.

4. A) Discuss with the students the correct method of reporting emergency situations to community agencies, such as the fire department and the police department. Using toy telephones and the actual phone numbers, have the students take turns calling in "emergency" situations which they have made up. One student should call in the emergency and another student should play the role of the community agency receiving the information.

Emphasize that the reporting student should:

1) Stay calm.
2) Speak clearly and slowly.
3) Give the correct information (nature of the emergency, address, etc.).

The receiving student should:

1) Write the information down.
2) Repeat it to the caller to double check the details.

Talk about the fact that people should never call in false alarms.

B) Have the students make a list of local emergency numbers to take home and tape to their telephones.

5. A) Present the following situations to the class and have the students tell who could help.

1) Mary Jane sees smoke coming from the Brown's house. The Browns are not at home.
2) Bobby's father needs to have an operation.
3) Mildred's mother wants to have milk delivered to her house every morning.
4) Someone stole Frank's bike.
5) The Greens just moved to town. They want to put their six year old in the first grade.
6) Mr. Jones has lost his job and wants a new job.
7) Mrs. Greene did not get her morning newspaper.
8) Mrs. Jones has just cleaned her garage and has stacked a lot of "stuff" on the curb in front of her house.
9) Johnny started to cross the street and was hit by a car. He has been seriously hurt.
10) A notice was left in Marylin's mailbox that she has a package to be delivered when she is at home.

B) Have the students make up similar situations and role-play them for the class. Have the class members tell who could help.

GOAL VII, OBJECTIVE A: The student can name several services which most communities provide to residents.

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6. (CHRISTMAS SEASON)

   A) During December, many communities jointly support endeavors that make the holiday season more enjoyable for families with limited financial resources. In Tidewater, Virginia, the Joy Fund provides an opportunity for financial contributions to be directed towards families in need, and the local newspaper prints the names of individuals or organizations that have donated. Bring to the class's attention your community's local Christmas charity effort, and discuss the idea of "sharing what we have with others." If the class demonstrates interest, plan a project which would allow the class to earn money to donate to the charity effort. They might want to request parental support, and run a bake sale in school (with administrative approval) or perhaps offer to do extra chores for family or neighbors, in order to earn the money. Encourage creativity in the money making plan.

   B) Discuss with the class other community services which may be more visible during the holiday season. Should they be available throughout the entire year?

GOAL VII, OBJECTIVE B: The student can discuss what consumers need to know to function effectively.

Sample Learning Outcomes:

- Can discuss how to compare prices.
- Can discuss some things to look for in determining quality.

ACTIVITIES

1. A) Have the students determine which of the activities that they enjoy in their spare time cost money. Ask each student to bring in five pennies. Have the students make a list of five things they enjoy doing and then determine which of the activities cost money. Have the students paste a penny next to those items to represent the idea that the activity involves spending money.

   B) Compare the various answers of the students and have them help you list, on a separate sheet, activities which cost money and those which do not require spending money.

2. Have each student cut out one magazine picture of a person and paste it on the center of a sheet of paper. Then have them make a collage of at least five items that person could be expected to buy. If they have picked a very small child as a subject, point out that that person may not yet be old enough to be a consumer so their collage won't have many or any items.

3. Discuss with the students the concept of a consumer as a person who buys and uses goods and/or services. Use specific examples with which the students are familiar of how we buy goods and use services.

   A) Have the students, working in groups, make collages of consumers buying goods and services, using pictures from magazines or ads from newspapers.

   B) Help the students identify the ways they, too, are consumers of goods and services (buying ice cream cones, school supplies, getting their bike repaired, etc.).

4. Conduct a class poll on which fast-food chain the students would be most likely to visit and spend their money if they had the choice.

   Talk about how the students would spend their money at the fast-food restaurant. Include in the discussion the question as to why they prefer one chain over another. Is their preference based on the food itself, the prices offered, the convenience of location or the image created by advertising? Are there other reasons? Do they think their reasons are the best ones from a sound consumer standpoint?

GOAL VII, OBJECTIVE B: The student can discuss what consumers need to know to function effectively.

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5. A) Ask the students to decide on the TV commercial they:

    1) like the best
    2) like the least

   B) Ask the students to give their reasons and discuss these likes and dislikes with the class. Be sure to have them comment on whether they would be influenced to buy the products advertised.

   NOTE TO THE TEACHER: Students may role-play the commercials they choose.

6. (ARITHMETIC, HEALTH, GEOGRAPHY) Organize a classroom grocery. Bring to class as examples several food cans on which the bottom rather than the top was removed. Also bring a few empty cereal, salt and oatmeal cartons. Ask the class to collect more from home until you have enough to form a good "store." This store can be used for many activities, including arithmetic problems concerning counting money, shopping lessons on buying a balanced meal, and geography units on where various foods are grown and packaged. It can be a useful activity center all year.

7. Show the filmstrip, "Let's Make A Deal," about buyers and sellers. (See bibliography.) The story takes place in a playground and shows how children exchange toys and objects.

   A) Have the students complete the following worksheet:

    1) TRUE OR FALSE. Put an F or T after each statement.

      a. Each object exchanged had the same value. ___
      b. The swing is worth more than the bike. ___
      c. Each child was satisfied with the deal he made. ___
      d. A deal should be a trade that gives equal value to both traders. ___
      e. The children in the playground were both buyers and sellers. ___

    2) Fill in the missing word or words.

      a. Two children exchanged a ___ and a ___.
      b. The ___ was broken.
      c. The girl traded the rocket for ___.
      d. The salesman was selling ___ which the children ___.

   B) Have younger students draw a picture of an exchange they have made and tell if they received the true value of what they exchanged.

8. Show the filmstrip, "Big Sister and the Lemon," about consumer rights. (See bibliography.) It is the story of Rosa and Johnny and how they convince a toy store owner to replace a defective toy.

GOAL VII, OBJECTIVE B: The student can discuss what consumers need to know to function effectively.

A) Briefly talk about each question as it relates [illegible] the story.

1) Why did Rosa call the broken toy soldier [illegible]mon"?
2) What was Rosa's first thought about punishing Mr. Santiago?
3) How did Johnny feel when Mr. Santiago refused to return his money?
4) How did Rosa's friends help her?
5) What did Mr. Santiago do when he saw the demonstration?
6) Do you think this story was real?

B) Have the students write a brief story stating what they would do if they were Rosa and wanted their money back for a toy that did not work. What else would they do besides demonstrating?

9. A) Ask the students to think of some one thing that is very important to them, such as a pet, sports, a favorite toy, going to the beach, etc., and have them write or draw an advertisement that will get other people interested in the thing which is important to them.

B) Display the advertisements and allow time for the class to study each one. Then ask the class to vote for the advertisement that is most effective in getting people interested.

GOAL VII, OBJECTIVE C: The student can discuss basic concepts in effective management of financial resources by individuals and families.

Sample Learning Outcomes:

- Can explain the reason for having a budget.
- Can plan an activity which includes use of a budget or financial plan.

ACTIVITIES

1. (ARITHMETIC) A) Introduce the concept of budgeting to the students by asking them to pretend that they receive an allowance of $2.00 a week. Have the students talk about what they would do with the money. Would they spend half and save half, save it all, buy something for future use, etc.?

   B) Have the students draw pictures entitled, "Me and My Allowance," illustrating how they would spend their money.

2. Pose the following question to the students and have them role-play their answers:

   If you had to explain what money is to someone who had never used it, what would you say?

3. Provide a variety of magazines and assign the students to cut out pictures of things they can buy with certain coins or a given amount of money, such as:

   1) Three pictures of things that can be bought with a dime.
   2) Three pictures of things that can be purchased with two quarters.
   3) Two pictures of articles that can be bought with six nickels.
   4) Three pictures of things that can be bought with four dimes and three quarters.
   5) Two pictures of articles that can be bought with ten pennies, three nickels, and eight quarters.

4. (GRADES 2, 3; ARITHMETIC) Obtain copies of menus from local restaurants or make up a menu from an imaginary restaurant where the students are going for dinner, such as Humpty Dumpty's Diner. Explain to the students that they are to plan what they would like to order for dinner and that they must stay within an allotted amount of money. Talk about their choices in terms of the amount they spend and whether or not they choose a reasonably well-balanced meal.

   NOTE TO THE TEACHER: A class trip to a local restaurant is an excellent way of implementing this activity.

5. A) Draw the floor plan of a simple house on a large poster board, dividing the house into rooms, such as kitchen, living room, dining room, adult bedroom, child's bedroom, bathroom. Label the name of the rooms on the appropriate parts of the floor plan.

B) Tell the students that they will be furnishing the house by cutting out articles of furnishings from newspapers and mail-order catalogues and keeping track of the price of each item. Divide the class up into groups, assigning one group to a particular room. As the students locate necessary furnishings, have them paste the cut-out pictures in the room.

C) Have the students decide if the amount of furnishings will meet the basic needs of the family. Each group should add up the cost of the items with which they have furnished the room and write the total on a strip of paper which should be pasted on the furnished room outline. Have the class add up the total cost of furnishing their house with items necessary for the basic comfort and living needs of the family.

6. A) At an appropriate holiday (Thanksgiving, Christmas, Valentine's Day) ask the students if they would like to participate in planning and paying for a party. (Get parental consent.) The next step will be for each student to estimate how much the party will cost, and to write down that figure on a piece of paper, and sign it. Tell the students tht the person guessing closest to the actual cost will get a small prize.

B) Collect the papers and on the board itemize the supplies and food the class will need for the party. Include such items as: paper plates, napkins, cups, any decoration, and a snack or treat (ice cream, drinks, or cookies).

C) Plan a class trip to the grocery store and assign small groups of students to find out the cost of a specific item. (Be sure they know the total number of students in the class.) When back in the classroom, add up all the figures to arrive at the total cost.

D) Read off the amounts that the students estimated the party would cost. Make two columns on the board.

TOO HIGH	TOO LOW

Keep a record of the amounts. For the student coming the closest to the actual cost, make him "class shopper," and award him a prize such as a small grocery-computer so he can stay within the budget when he shops. Other students should be assigned other chores related to the party.

GOAL VII, OBJECTIVE D: The student can discuss why rules are necessary for individuals, the family, and society.

Sample Learning Outcomes:

- Can explain the function of rules in daily living situations.
- Can describe the principle of majority decisions.

ACTIVITIES

1. Tell the students to pretend they have all just been shipwrecked on a desert island and will have to organize some way to get along together. (Alternative plot: the students are the first settlers landing at Jamestown or Plymouth Rock.)

   A) Would it be important to have rules?
   B) Who should make the rules?
   C) What kinds of rules do you need?
   D) Who do the rules help?

2. (INTRODUCTORY FOR FIRST TWO DAYS OF NEW SCHOOL YEAR) A) Tell the students they are going to practice making their own set of rules. Tell each student to write (or report orally) one rule they think would help the class function. Encourage them to offer new rules, but also accept rules already in force. After all rules have been suggested, vote by showing of hands on which of their suggested rules should be adopted.

   (GRADES 2, 3) B) You may want a related discussion on how much of a majority is desirable in adopting rules in order to be fair to both sides. When is a simple majority enough? (Answer: Minor rules that don't affect people's rights.) When is a very large majority necessary? (Answer: Life and death matters, freedom threatened.)

3. A) Divide the class into three groups. Assign one group to make a list of rules that protect and guide people at home, the second group is to list rules at school and the third group is to list rules used in other places, such as on the road, in the playground, in stores, etc.

   B) From the group lists, make a class chart, divided into three segments for "Home," "School," and "Other Places." Leave room to add to the list as the students encounter new rules at home or in their outside experiences. Additionally, add new classroom rules that you and the class may make during the year.

4. A) Ask each student to report one rule in his household that he considers a good rule, and explain why it is good. List the rules, and the reasons in two columns. Note that the reasons (safety, cleanliness, health, etc.) relate to protecting oneself and others.

   B) Ask if anyone has a rule at home which he feels ought to be changed, and why. Discuss reasons why these rules might have been made, and whether some of them could reasonably be changed. How could a child or a group go about getting an unreasonable rule changed?

C) (GRADES 2 and 3) If you feel confident about it, you can extend this discussion to rules they like and disagree with in your classroom. When a student disagrees with one of your rules, consult the class as to why it is or isn't a good idea, and explain to them why you think the rule is needed.

5. (GRADES 2, 3) If you were a law-maker in our city, are there any laws you would want passed or changed? What and why?

6. A) Show the students several pictures of kitchen, bedroom, living room, bathroom, family room, and yard areas. Ask them to identify each area. Talk about the importance of home rules and ask:

   If you made the rules to be followed in each of these rooms or areas, what would they be?

   What would happen if those rules did not exist?

   Are some rules easier to follow than others? Which ones? Why?

   B) Ask the students to choose a home rule from the discussion and make a drawing encouraging family members to obey it. Have the students take their drawings home and post in the appropriate room. Encourage them to report the results of this activity - how family members responded, etc.

7. A) Obtain a poster or booklets on international road rule signs from your local American Automobile Association or Division of Motor Vehicles. The students will enjoy learning to recognize these signs and later matching them to the meanings printed on index cards. Discuss with the class the reasons for having rule signs that everybody can easily understand, regardless of what language they speak and read.

   B) Take the students on a walking tour of the neighborhood surrounding the school. Let the students identify as many rule signs as they can find. Encourage the students to identify rule signs that may be needed but that they did not see.

8. Introduce the kinds of rule signs that may be unfamiliar to the students and discuss their meaning and the reasons they are used. Examples of such signs may be:

   No Trespassing
   Hospital Zone
   Construction Ahead
   No Loitering
   No Animals Or Pets By Order Of The Health Department
   No Entrance
   Restricted Area
   Handicapped Parking Only

GOAL VII, OBJECTIVE E: The student can demonstrate familiarity with a variety of careers and occupations.

Sample Learning Outcomes:

- Can list some skills needed for entry into several jobs and occupations.
- Can discuss reasons for considering several future occupations or vocations.

ACTIVITIES

NOTE TO THE TEACHER: The activities in this objective are intended to increase the students' awareness of the many kinds of vocations in our society, and to help them understand some of the considerations which enter into an individual's choice of the kind of work he does. No effort should be made at this age level to ask the student to select a future vocation. Where students volunteer a career choice ("I'm going to be a TV star," or "I'm going to be a fireman,") concentrate on what in that vocation appeals to them and what do they feel they would need to know in order to attain their goal.

1. A) On 8-inch x 10-inch sheets duplicate copies of the following: "Our class is learning about the work people do. Please tell us what you do and something about your work responsibilities."

   B) Distribute two of these to each student and encourage them to take them home to have completed by parents, friends, neighbors, etc. Read each response as they are returned and ask the student who gathered the information to draw a picture of the person performing his job. Display these pictures with the narrative attached, and then allow the students to take them home and present them to the person pictured.

2. Have the students cut out magazine pictures of people engaged in a variety of occupations and categorize them according to:

   people who work with their hands
   people who ride things
   people who work in buildings
   people who work outdoors
   people who work in offices
   people who work in stores
   people who work in factories

3. Pin pictures of various occupations on the backs of students. Have each student ask questions to determine what job is shown in his picture.

4. Collect a large variety of pictures showing people performing different jobs, such as a mechanic, a secretary, a nurse, a supermarket manager, etc. Show these to the class one at a time and have the students pantomime what each worker is doing. Talk about the following questions:

   A) What are some things the worker must remember as he or she works?
   B) Why are such responsibilities important?

GOAL VII, OBJECTIVE E: The student can demonstrate familiarity with a variety of careers and occupations.

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5. Play the "Who Am I?" game with students. Read the following descriptive statements of different jobs/positions and have the students either call out or write down who fits the descriptions.

   1) I drive a big vehicle. Sometimes I take children to and from school. Sometimes I drive on many city streets, and people drop money into a container when they get on my vehicle.

      Who am I? Bus Driver

   2) I usually work in an office. I usually know how to type. Sometimes I know how to use shorthand.

      Who am I? A Secretary

   3) I work with car engines. I wear overalls when I work. I use many different tools.

      Who am I? Car Mechanic

   4) I wear a uniform when I work. My job involves enforcing the law. Sometimes I use a special car in my work.

      Who am I? A Policeman

   5) My work involves instructing people. I usually work in a school. Usually I grade papers or projects.

      Who am I? A Teacher

   6) I repair sinks and leaks. I work with pipes and wrenches. Usually I drive in a truck or van to work.

      Who am I? A Plumber

   7) I do my work in my home. I provide love and care for my family. I sometimes enjoy special hobbies, like sewing or baking.

      Who am I? A Homemaker

   8) I work preparing food. Usually I work in a restaurant. Usually I wear a big apron when I work.

      Who am I? A Cook/Chef

   9) I come to your home when you first move. I often climb up big poles to do repair work. I use different tools when I work.

      Who am I? A Telephone Repairman

GOAL VII, OBJECTIVE E: The student can demonstrate familiarity with a variety of careers and occupations.

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10) I fly airplanes, for my job. I talk on the airplane radio, and receive information over the radio. I file a flight plan before I do my job.

Who am I? A Pilot

11) I do my work in an office, and also in courtrooms. I represent people with legal difficulties. I present a case, or point of view to a jury.

Who am I? A Lawyer

12) I usually work in a restaurant. I find out what people want to eat, and write down their orders. I usually serve the food on large trays.

Who am I? A Waitress

13) My job involves treating people who are ill. I usually work in a hospital, office or clinic. It was necessary for me to study many years before I was qualified for my job.

Who am I? A Doctor

14) I usually drive a truck on my job. I empty large cans and pick up plastic bags that people set out on the street. My job is necessary to maintain sanitary conditions.

Who am I? A Garbage Man

15) I usually work with musicians in my work. Most of the time I work at night. People come to hear me work.

Who am I? A Professional Singer

16) I usually work in other people's homes. After I finish my job, the house is spic and span. I use many solutions and powders in my job.

Who am I? A Cleaning Lady

17) I usually work in a hospital, office or clinic. I assist doctors in their work. Sometimes I give shots, pills or other medication.

Who am I? A Nurse

18) I usually travel a great deal on my job. I work as a member of a team, and we compete with other teams. People often watch me work on their television sets.

Who am I? A Professional Athlete

19) I talk with individuals about the type of buildings or houses they want constructed. I make blueprints to represent buildings or houses. I work with contractors to be certain the blueprints are followed properly.

Who am I? An Architect

GOAL VII, OBJECTIVE E: The student can demonstrate familiarity with a variety of careers and occupations.

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20) I am concerned about proper nutrition. I plan special diets for people with special nutritional needs. I sometimes work in hospitals or schools.

Who am I? A Dietician

6. Using a list of occupations and careers from a previous activity, ask the students to think of reasons that a person might work as a doctor, lawyer, teacher, etc. Encourage both altruistic and realistic answers such as:

A) because he can make people well. (doctor)
B) because she can keep children safe. (school guard)
C) because he gets paid a lot of money. (longshoreman)

Accept with them that money is an important reason to choose a kind of work and that knowing a skill is very important in finding work.

GOAL VII, OBJECTIVE F: The student can describe basic principles which contribute to optimal individual and family health.

Sample Learning Outcomes:

- Can discuss four basic food groups.
- Can list at least four basic rules of good health.

ACTIVITIES

NOTE TO THE TEACHER: If you can, obtain "The Healthy Way In Wonderland," a filmstrip series issued by Walt Disney. The films serve as an excellent introduction to major health concepts. The following activities are correlated with filmstrips concerning good nutrition, exercise, skin care, cleanliness and grooming in that order. If the filmstrips are not available to you locally, write Walt Disney Educational Media Company, 800 Sonora Avenue, Glendale, California 91201.[1]

You may find the suggested tests which follow up each filmstrip are too difficult for younger students to read and write answers, but you can ask for oral answers when you have read the questions to them.

1. A) Administer the following pre-test to the students. Ask them to mark the answers and put their papers away without revealing the answers or showing their papers to anyone.

PRE-TEST FOR CHEF AHMALETTE'S HEALTH DIET

Mark each statement below true or false!

True 1. There is no single food that will give your body everything it needs.

True 2. It is important to eat three meals a day.

False 3. Minerals and vitamins are removed to balance your diet.

False 4. You should drink water only when you are thirsty.

True 5. Your body gets rid of wastes through perspiration and elimination.

B) Show the filmstrip, Chef Ahmalette's Health Diet, to the class. A summary of the filmstrip follows:

Tweedledum wants to go on Mr. Plumbutter's all-plumbutter diet in order to become one of the healthiest kids in Wonderland and thereby win a pony. But Tweedledee calls on the King's Chef to show Tweedledum that CHEF AHMALETTE'S HEALTH DIET is the only safe plan for good health. The boys and Mr. Plumbutter learn about the four basic food groups and why a variety of these foods is important for good nutrition. The Chef also shows them that between-meal snacks of sweets and soft drinks can spoil their appetites. Finally, the boys learn that plenty of water is needed to remove body wastes through perspiration and elimination. Tweedledum is at last convinced that the only way to win the good-health contest is by following Chef Ahmalette's advice.

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[1] See Acknowledgements.

C) Discuss the filmstrip with the students, focusing on the following points.

1) A healthy diet is balanced with a selection of foods from the basic four groups which provide all the nutrients necessary for growth.
2) The body needs three well-balanced meals a day.
3) Sufficient water or other liquids are needed to remove body waste through perspiration and elimination.

D) Have the students review their pre-test answers and make any corrections they want before passing them in to the teacher. Correct the wrong answers to the pre-test and return the papers to the students without a grade. Encourage the students to keep the papers for future reference.

2. A) Write the stem, "Regular exercise is important to...," on the chalkboard and ask the students to think of phrases to complete it. Example:

REGULAR EXERCISE IS IMPORTANT...

1) To keep muscles strong.
2) To keep the heart strong.
3) To maintain stamina.

B) Show the filmstrip, Miss Huff'n Puff's Exercise Troupe to the students. A summary of the filmstrip follows:

When MISS HUFF'N PUFF'S EXERCISE TROUPE needs a replacement gymnast, Tweedledum wants to volunteer his services. After entering a one minute physical fitness machine in order to prepare for joining the Troupe, Tweeledum finds out that good physical conditioning can't be gained so quickly. Miss Huff'n Puff's Troupe then reminds the pair that physical fitness is important to all bodily functions and demonstrates the correct way to gain and keep good physical conditioning. The body's need for rest and sleep is also emphasized. The story ends when the White Rabbit arrives just in time, bringing along a gorilla who is REALLY in shape to join Miss Huff'n Puff's Exercise Troupe.

Discuss the filmstrip with the students focusing on the following points:

1) Physical fitness is important to the whole body.
2) Good physical condition develops through regular exercise.
3) Adequate rest and sleep are important in maintaining good health and a pleasant disposition.

C) Vary the popular game, "Simon Says," to become "Miss Huff'n Puff Says," and let the person chosen to be the leader give physical fitness directions for the group to follow.

GOAL VII, OBJECTIVE F: The student can describe basic principles which contribute to optimal individual and family health.

D) Administer the following test to the students. Discuss the answers with the students and have them correct their wrong answers.

TRUE OR FALSE

True 1. If you do not exercise regularly, your body will not be in good physical condition.
True 2. A strong heart and strong muscles make a good foundation for physical fitness.
False 3. Physical fitness is not necessary for good blood circulation.
True 4. You should rest after exercising or after a heavy meal.
False 5. Your organs work hard while you are sleeping.

Select the correct answers:

1) Our muscles and heart get stronger when we ____ regularly.

worry exercise relax

2) Your heart helps your ____ circulate or move freely through your body.

blood air muscles

3) ____ are good forms of exercise.

puzzles movies outdoor games

4) If you are ____ you learn more quickly.

asleep alert awake

5) Your organs and muscles ____ when you are asleep.

work harder are the same slow down or rest

ANSWERS: (1) exercise, (2) blood, (3) outdoor games, (4) alert, (5) slow down or rest.

3. A) Show the filmstrip, Mr. Dermis's Holiday, to the students. A summary of the contents of the filmstrip follows:

In MR. DERMIS'S HOLIDAY, Mr. Dermis arrives by train to visit Tweedledee and Tweedledum. However, he leaves on the same train when he becomes afraid that their planned trip to the beach will injure his skin. Tweedledee and Tweedledum are disappointed to see their visitor leave and decide to substitute a visit to the WONDERLAND HEALTH THEATRE which is featuring "Oh, My Epidermis!" on its marquee. Inside, they learn about the structure and function of their skin and how to protect it from injury, infection, and disease. When they leave the theatre, they find Mr. Dermis has returned with his skin in a battered condition due to a train accident caused by his over-supply of skin-protective equipment. Tweedledee and Tweedledum offer him first aid, and he decides to spend his holiday with them after all.

B) Discuss the filmstrip with the students focusing on the following points:

1) The structure and function of the skin.
2) Common skin problems and injuries listed in the filmstrip and methods for preventing some of them.
3) The right and wrong ways to administer first aid to minor skin injuries.

C) Have the students make a chart illustrating skin injuries and diseases and the acceptable way of treatment and prevention. Students may work on the charts individually or in groups. Display the charts in the classroom.

D) Administer the following test on skin problems to the students. Have the students correct their papers and keep them for reference.

TRUE OR FALSE

True 1. Your skin helps to protect your body from injury.
False 2. Your skin does not grow very much.
True 3. Freckles come and go.
True 4. Deep splinters should be taken out by a doctor.
False 5. Oily skin gets chapped easily.

Select the TWO correct answers:

1) The sun can cause these skin problems...
splinters freckles sunburn
2) Other skin problems are...
cells warts ringworm
3) Nerve endings in your skin help you feel...
sharp and dull red and black hot and cold
4) Your skin is always...
burning growing forming new cells
5) A doctor should treat...
ringworm deep splinters chapped lips

ANSWERS: (1) freckles, sunburn; (2) warts, ringworm; (3) sharp and dull, hot and cold; (4) growing, forming new cells; (5) ringworm, deep splinters.

4. A) Show the students the filmstrip, The Neat-Bird. A summary of the filmstrip is as follows:

When trying to capture THE NEAT-BIRD, Tweedledee and Tweedledum learn that he is scared away by untidy people. A zany taxidriver takes them to the "People-Cleaner" (much like a car wash), where they learn about the importance of clean hair and a clean, infection-free scalp. After their hair scrubbing, they enter the "Teeth Cleaning Station" and then are conveyed on through the "Manicure and Pedicure" department. They are deposited, clean and well-groomed, at the other end of the "People-Cleaner" and find that the neat Badoola bird is waiting to be taken home by the two immaculate characters.

GOAL VII, OBJECTIVE F: The student can describe basic principles which contribute to optimal individual and family health.

B) Discuss the filmstrip with the students focusing on the following points:

1) The importance of clean, well-groomed hair and nails in the maintenance of good health and neat appearance.
2) The basics of good dental health which include proper cleaning of teeth and the mouth, good eating habits and regular dental check-ups.

C) Use the following to review and/or evaluate the students' understanding of the filmstrip.

TRUE OR FALSE

True 1. Your hair should be washed once a week.
False 2. Soap works as well as shampoo when washing your hair.
True 3. Your tongue should be brushed clean.
False 4. Fingernails and toenails should be cut and shaped the same way.
True 5. It is good to rinse your mouth with water if you can't brush your teeth.

Select the right word:

1) Tiny insects called ____ can live in hair that is not washed often.
nice lice mice
2) Hair can be kept clean every day by ____ it.
brushing curling cutting
3) ____ does not help your teeth.
brushing milk sugar
4) You should cut ____ straight across.
fingernails toenails hair
5) A neat person keeps his fingernails, toenails, and hair the appropriate ____.
color look length

ANSWERS: (1) lice, (2) brushing, (3) sugar, (4) toenails, (5) length

5. A) Show the filmstrip, The Wizard of Good Appearance. A summary of the filmstrip is as follows.

Tweedledee and Tweedledum call upon THE WIZARD OF GOOD APPEARANCE when they are unsure of what to wear to the King of Heart's party. The Wizard arrives with his magic wand, Albert. After assuring himself that the boys have bathed, put on clean socks and underwear, trimmed their nails, and combed their hair, the Wizard orders his wand to bring their clothes. But the impetuous wand rushes off too soon, and haste makes waste. Albert finally succeeds in dressing the pair in attractive, well-fitting clothes and shoes. Then, using his magic powers, the magic wand whisks Tweedledee and Tweedledum through space to get them to the party in time.

B) Discuss the filmstrip with the students focusing on the following points:

1) The factors of cleanliness, neatness, and appropriate clothing in producing a good appearance.
2) Appropriate dress for different activities and different locales.
3) Some hazards of inappropriate clothing or costumes.

C) Use the following questions to review the filmstrip, The Wizard of Good Appearance.

TRUE OR FALSE

False 1. You must have new clothes to really have a good appearance.
True 2. Your clothes should be clean and in good repair to be neat.
False 3. Party clothes look good anywhere.
True 4. You need special clothes for special activities.
True 5. Clothing can catch on fire.

Select the correct answer:

1) How often should you put on clean underwear and socks?
   a) every day; b) every hour; c) every week
2) Why does an Eskimo wear different clothing than we do?
   a) his stores are far away; b) he wants us to notice him; c) the temperature of his land is colder than ours
3) Why should clothes fit properly?
   a) they are more comfortable that way; b) they are safer that way; c) both a and b are correct
4) What is the most important thing to consider when wearing a costume?
   a) it should be flameproof so that it will not burn; b) it should be useful; c) people should not be able to guess who is wearing it
5) What helps you to have a good appearance?
   a) wear unusual clothes; b) wear clean clothes that are mended and neat; c) wear your best clothes all the time

ANSWERS: (1) a, (2) c, (3) c, (4) a, (5) b

6. Have each student pretend to be Sherlock Habitwatcher, the good habit detective. Sherlock's assignment for the day is to investigate good health habits in the class. During the day, each student should write down the good health habits he sees being practiced by classmates. At the end of the day, ask the class to talk about the good habits they observed. Younger students can dictate the good health habits they see to the teacher.

7. Have the students fold a large manila drawing sheet into quarters. Have the students title the sheet, "My Health Habits." In each quarter the student should draw or crayon a picture of something they do daily to keep in good health. Have each student display his pictures to the class and explain why each habit is important to good health.

GOAL VII, OBJECTIVE F: The student can describe basic principles which contribute to optimal individual and family health.

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8. Have each student make a health chain. Instruct each student to cut out four or five pictures from magazines illustrating people practicing good health habits. Then, with a needle and thread, have the students alternate stringing different lengths of paper straws and their cut out pictures. Tie a knot after each shape. Each chain can be attached to a clothes hanger and suspended from a string run across the room.

9. Collect and display pictures of food usually eaten at breakfast, lunch, dinner, and snack time.

   A) Have the students identify the foods and tell if it is a breakfast, lunch, or dinner food.

   B) Discuss the following questions with the class:

      1) Why is food important to families?
      2) Why should a family eat breakfast? Lunch? Dinner?
      3) Do grown ups need more food than children? Why? Why not?

10. Divide the class into three groups - a breakfast group, lunch group, and a dinner group. Provide ample copies of old magazines, paste, scissors, and paper plates for each group. Have the students cut out pictures of food appropriate for their meal and paste the pictures on the paper plates.

    Have the groups show their foods to the class and put them on display in a learning center. "Families need breakfast, lunch, and dinner to stay healthy and strong" could be the title for the display.

11. A) Cut out and label pictures of the following food items, or assign students in the class to draw each of the following. (Note that there are several duplications where you will need more than one picture.)

Milk	A Coke drink
Milk	A milk shake
French fries	Potato chips
Peanut butter sandwich	Doughnuts
Cereal with milk	Coke and cheese snacks
Pizza	Grits and gravy
An apple	A slice of cake
Fried egg on toast	Toast and coffee
Ice cream cone	Slurpee
Hamburger	French fries

    B) Post the items in pairs around the room, and let students take turns going to the pairs of pictures and discussing which they think would be the healthiest choice for them to make if they could have one or the other. When a student guesses correctly, you can say, "That is a good choice because..." and explain the nutritional basis for that selection. If the choice is not correct, say, "I can see why you might choose that, but did you know that...?" Then, as appropriate to the specific pair, explain that Coke drinks have caffeine, that some foods have too much sugar, that other choices have almost no nutritional value, etc.

After every pair has been discussed, leave the pictures posted, and play the game again the next day, repeating every few days until all of the students have had a chance to pick, and until their answers not only are right, but can be explained in generally correct terms.

12. Have the students make their own toothpaste to use at home and introduce to their families. Ask each student to bring in a baby food jar. Provide baking soda, salt, and flavoring extracts (orange, peppermint, lemon, coconut, vanilla, strawberry, almond). Have the students mix well, four teaspoons of baking soda, one teaspoon of salt and one teaspoon of extract in their jars. If small paste-on labels are available, the students will enjoy naming the special toothpaste they have made and designing a label.

13. Develop a Health Bingo Game to reinforce the concepts taught in a health unit, or as a follow-up activity to the filmstrip, The Healthy Way in Wonderland. This can be done as follows:

Mimeograph the following bingo form for each student in the class.

HEALTH BINGO

		BINGO		

After the forms have been run off, write in the following words in the boxes, with a different pattern on every sheet:

shower
toothbrush
freckles
sugar
bath
toothpaste
ringworm
water
fingernails
cells
exercise
shampoo
hair
toenails
four
weight
temperature
muscles
sleep
minerals and vitamins
rest
balanced diet
lice
skin
soap

Next, cut up strips of paper into squares, to cover up the correct answers.

The game is played by having the teacher read selected questions from those which follow. Students must first think of the proper response, identify it on their bingo card, and cover it with a slip of paper. When bingo is reached (five answers in a straight line, any direction) the student calls out bingo and reads off the words he has covered. Be sure to caution students not to empty their cards until the answers have been verified. The teacher then checks the questions she has read, to be sure the proper responses were selected.

This activity has been used with both children and adults, and in both instances it was enthusiastically received. It serves as tremendous reinforcement for factual information since students frequently ask to re-play the bingo game. It can easily be adapted to other subject matter by simply writing a different set of questions.

Sample Questions:

1) It is necessary to bathe or ____ at least once a day to remain clean. shower
2) ____ does not help teeth stay healthy. sugar
3) Usually, we use a ____ to apply toothpaste. toothbrush
4) It is healthier to wash your hair with ____ rather than soap. shampoo
5) The body needs ____ after exercising or a heavy meal. rest
6) ____ is a disease of the skin that should receive medical treatment. ringworm
7) Outdoor games and bike riding are good examples of ____. exercise
8) Tiny insects called ____ can live in hair that is not washed often enough. lice
9) Your ____ helps protect the body from injury. skin
10) The clothing we wear is affected by both the ____ and our activities. temperature
11) A ____ includes foods from the basic four food group. balanced diet
12) Our ____ and heart get stronger through regular exercise. muscles
13) The body requires food, water and ____. sleep
14) There are ____ basic food groups from which we should select food. four
15) Dead skin ____ are constantly washed away when we bathe. cells
16) Usually we use ____ to clean our teeth and tongue. toothpaste
17) The body requires ____ to assist in removal of wastes. water
18) Eating more food than the body requires results in a ____ gain. weight
19) When taking a bath or shower, it is necessary to have ____ and water. soap
20) You should cut your ____ straight across. toenails
21) ____ should be washed at least once each week. hair
22) ____ are permanents spots of color on the skin. freckles
23) A ____ serves as well as a shower for getting clean. bath
24) It is important to remove dirt underneath the ____. fingernails
25) Important nutrients are ____. minerals and vitamins

THE "HOW TO..." SECTION

Many activities in this guide suggest use of a given process which is not described in any detail within the instructions. Rather than repeat the directions a number of times, a more complete discussion of methods is given here. The processes and techniques which follow are:

A. Building Sub-groups
B. Role-playing
C. Brainstorming
D. Collage-making
E. Making Mobiles

A. TECHNIQUES FOR BUILDING SUB-GROUPS

When activities call for students to work in sub-groups, care must be taken that a means is found to divide the class in such a way that no one feels left out or unwanted. It will generally be better if you use one of the methods suggested, or a similar one, rather than asking students to find partners or form groups on their own.

Some Techniques for Building Sub-groups:

1. Groups may be formed arbitrarily such as: the first five will be group 1, the second five will be group 2, etc.

2. Groups may be built by forming pairs, trios or quartets.

3. Groups may be formed by counting off 1, 2, 3, 4, 5; all one's form a group, all two's form a group, all three's, etc.

4. Groups may be built on a criterion:

   a. People you know least well.
   b. People you share a common interest with.
   c. People you would like to know better.

5. Students might select from a jar containing tokens or slips of paper coded with colors, numbers or alphabets. Then all students with red tokens form a group, all blues form a group, etc.

Care should be given never to isolate a child when sub-groups are being formed. If there is an uneven number, one group may be larger or smaller than the others so as to include all students. If an uneven number hinders the group task, an observer may be used. The role of the observer should not be minimized. The observer must have a task and an opportunity to share his observations with the sub-group and/or the large group.

Some Procedures for Reporting:

When the small groups have completed the task, there should be an organized procedure for each group to share and report the results of its efforts. A recorder or secretary (appointed before the group began its task) may report to the class or each group may be asked to share its results, allowing all members to contribute. Group reports may be written on large sheets of newsprint and posted in the room. Individual group sharing should be followed by large group discussion.

B. ROLE-PLAYING IN THE CLASSROOM

by Ruby M. Hoyt

Role-playing calls for a student to step outside the customary role that he plays in life, and relinquish his usual patterns of behavior for the role and behavior of another person. This "new" role may be that of a real person or may be entirely fictitious. The student assumes the role of another person in the present or at a different time and place, and attempts to speak, feel and behave like the other (new role) person. The student's own behavior is not the issue.

Role-playing can be used effectively in the classroom to (1) help solve interpersonal problems, (2) teach human-relations skills, and (3) facilitate subject-matter learning through the dramatization of literary and historical works and historical or current events.

Rationale:

Role-playing has tremendous potential for the average elementary and secondary classroom. It provides opportunity whereby:

1. Students can act out their true feelings without the risk of sanctions or reprisals.

2. Students can discuss and examine relatively private issues and problems without anxiety.

3. Students can identify with the real worlds and imaginations of other children and adults; they may begin to understand the effects of their behavior on others, and they may gain significant information about the motivations for their own and other people's behaviors.

4. By practicing a variety of behaviors through role-play and by discussing the effect of each, students may be able to make more realistic choices for their actions.

Procedures for Role-playing:

NOTE: While these procedures are discussed in some depth, they should actually take only a few minutes.

1. Explaining the General Situation

The students should understand the educational purposes of the role-play and how the issue is relevant to them. It is important for the entire class to know the site, general characteristics, and broad courses of action within the situation and the problem or issue should be concrete and real enough for students to understand its relevance to their daily lives. This general explanation should be brief.

2. Selection of Participants

There are many methods of selecting actors for a role-play; however, a child should feel free to decline a role if he feels uncomfortable in it. The assignment of a student to parts that portray his usual life role should always be avoided. Some methods of filling roles are:

a. teacher assignments
b. class participation in selecting players
c. rotation of roles - students taking turns at roles
d. players chosen by chance
e. student volunteers

3. Briefing the Players

The better the players understand the parts they are to play, the better they will fit into their roles. Briefing should include role description and identification of the personal feelings and ideas of the character to be portrayed. Briefings may be oral or written; name tags may also be used for the characters.

4. Briefing the Audience

The purpose of briefing the audience is to involve all students in the role-play in a fruitful and active manner. This can be done by:

a. giving members of the audience specific points to look for or characters to observe

b. suggesting that each member of the audience try to experience or identify with the feelings of a particular character

c. assigning some other task that makes each member of the audience responsible for observing some aspect of the action

The role of the audience should be clear to avoid confusion and to enhance total class participation.

5. Setting the Stage

A final formality before the role-play begins is the definition of the physical area, setting, time, and props for the role-play.

6. The Enactment

The role of the teacher during the actual role-play is to serve as a guide. The teacher must gauge time carefully and not let the drama drag on so long as to lose class interest, but must let it last long enough to present the problem effectively. As the main action of the episode progresses, the teacher needs to watch for members who fall out of role and give them the help they need in regaining it. It is also important to watch for members who are in danger of experiencing hurt feelings. The teacher/leader must be sensitive to the direction as well as the length of the drama, based on the purpose of the role-play.

7. Discussion and Generalizations

At the conclusion of the dramatic action the teacher will want to engage the class in discussion. He will help class members review the actions and organize the data the observers have collected. They may analyze cause-and-effect relations, and speculate on alternative behavior patterns. Some of the most crucial learning will occur during this stage of the role-playing process, and the teacher should be prepared to take full advantage of the learning potential of this post-role-playing session. New behaviors can be discussed here, with their advantages and disadvantages given full attention. Creative insights and systematic observations can be brought together and publicly shared. The discussion can help to bring an actor out of his role and back to his "real self" and enables critics and other observers to concentrate on the role behavior and not on the actions of the actors.

The discussion should always include the audience. Some of the preliminary issues the actors or the audience might speculate about are (1) how the individual characters were feeling, (2) what the characters wanted in the situation, and (3) why the characters responded in the way they did. If these issues can be understood, subsequent discussion might focus on alternative ways of responding to such interpersonal situations. In most cases the teacher should follow the lead of the discussion and not over-emphasize any learning. Belaboring of the insight by the teacher may make it difficult to accept. The students will learn best when they come to their own or peer-aided conclusions. Another important issue in the discussion process is the need to minimize negative judgment.

8. Re-enactment

After the discussion, and either before and after the evaluation process the teacher may decide to take advantage of new insights and alternative suggestions for role behavior by asking students to replay the problem situation.

The teacher could take advantage of such suggestions by replaying the situation immediately, with the characters attempting to act upon these new suggestions.

The importance of re-enactment is that it gives students an immediate opportunity to experiment with new and alternative behaviors. Thus it takes full advantage of the processes of role-playing and group discussion of interpersonal relations for promoting behavioral change. Re-enactment is the final step of this process, but it may also inaugurate a new round of discussions and evaluations. The re-enactment and evaluation phases can be reversed in certain situations, and in some cases evaluations can be delayed until the class has played several re-enactments.

9. Evaluation

This step is optional, and will usually be more appropriate with older students.

The teacher can gain an objective evaluation of a role-playing session through discussion or a post-session questionnaire asking questions such as "How did you like today's session?" or "How do you like role-playing?"

Evaluation attempts can serve several purposes, among which might be to provide (1) feedback from students to teacher on how they felt about the session in general and the teacher's role in particular; (2) clues that would lead to improvement in use of the role-playing technique itself; (3) suggestions for new problems or new situations to be role-played; (4) information regarding specific "learnings" or outcomes for the session.

Summary:

Role-playing need not result in solutions that fully resolve the story problem. Instead, the goal is to achieve some growth on the student's part in sensitivity to others' feelings, and to achieve responses that reveal growth in personal integrity and group responsibility. If the group's response suggests that the students are becoming increasingly aware of the humane issues involved in the social problems they are analyzing, they are making important growth.

The role-playing leader carefully avoids imposing his answers on the group. The young people, it is hoped, will develop insights from discussion and enactments. In guiding role-playing, the teacher must bear in mind a set of basic assumptions about behavior and the teacher-learning process. Most central is the belief that each individual can cope with his own life situation and can grow in his capacity to deal with his problems intelligently. Accordingly the individual must be permitted to make his own decisions and to learn from his own mistakes. In guiding young children, the teacher must tolerate low level efforts to solve problems; she must not show children how to cope but should make it possible for them to discover better ways to handle their difficulties, and thereby to grow in ability to make decisions based increasingly on insightful awareness of alternatives and consequences.

Another assumption basic to role-playing is that behavior is not good or bad but the best that the child can think of at the time. Moreover, the teacher temporarily accepts more open expression of feelings than is ordinarily permitted in the classroom.

On the basis of these assumptions, it is necessary for the teacher to establish a "climate" for role-playing in which (1) it is "safe" for pupils to explore behavior, (2) it is permissible for strong feelings to be expressed, and (3) the group is helped to respect the ideas and feelings of all members. To create such a climate, the teacher accepts all suggestions for solving a problem, is supportive, and listens sensitively in an effort to understand the full meaning of what pupils try to express.

Research bears out the effectiveness of role-playing in changing deeply-held attitudes, values, and even self-concepts (Janis and King, 1954). Such results, however, are not always obvious. Role-playing is achieving some measure of success when it (1) helps young people to analyze a problem of personal relations, (2) helps them to gain increased sensitivity to the feelings of others, (3) helps them to become alert to the need for weighing probable consequences before acting, (4) gives them practice in judging when to relinquish a personal desire for the good of the group--or to stand against the group when its goal is trivial or malicious, (5) alerts young people to increasing awareness of the humane issues in a problem of relationships between human beings.

C. BRAINSTORMING AS A WAY OF THINKING[1]

Brainstorming is a skill which can turn group problem-solving away from a competitive, one-upping atmosphere towards a truly collaborative venture where the main adversary is the problem to be solved rather than others in the group. Brainstorming helps to generate a large volume of ideas. It encourages germs of ideas, half-formed ideas; it gives ideas with some merit and some drawbacks a chance to grow and develop.

In a large sense the rules of brainstorming form the structure for a classroom where all are accepted for what they are, where all may try without fear of failure, where active collaboration is encouraged, and where creativity, individuality, unorthodoxy is respected. Brainstorming is also an easy and effective method of community building.

RULES OF BRAINSTORMING

The rules of brainstorming should be reviewed often, and it is probably a good idea to discuss the rationale for each with the class.

1. Express no negative evaluation: This rule encourages participants to speak freely without pre-judging whether their ideas are good enough to be shared. It says, "All ideas are welcomed here." The aura of acceptance and respect for each individual grows where this rule holds sway as a part of the class routine.

2. Work for quantity: This rule helps the flow of ideas by adding a game-like tension to the activity. Quality is a by-product of quantity. The longer the list, the more likely it is to contain a number of really useful or eventually workable ideas. This rule encourages everyone to try without the jeopardy of failure.

3. Expand on each other's ideas: This rule tells people that they can help each other. It's important to listen to others because they might spark something in your mind. When one person elaborates on another's ideas, he is paying a compliment to that person, accepting him, appreciating his contribution, showing him to be a worthy collaborator. This rule can help change the classroom from the scene of a game with winners and losers to a place where all can win.

4. Encourage zany, far-out ideas: This rule encourages creativity, individuality, the unusual, the unexpected. Many zany, far-out ideas have a useful kernel which may not be evident to the one proposing the idea but which is picked up later by the group. And a zany idea may trigger another idea in someone else's mind. Problems are often seen in new ways as a result of this practice.

5. Record each idea: This rule reinforces the acceptance of each idea and provides for a mechanism where no idea needs to be evaluated on the spot to see whether it is good enough to record. These brainstorming lists can be thought of as rich deposits which can be later worked on and shaped to meet specific needs.

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[1] Robert C. Hawley and Isabel L. Hawley, A Handbook of Personal Growth Activities for Classroom Use (Amherst, Massachusetts: Educational Research Associates, 1972).

6. Set a time limit: This rule takes away the pressure for perfection. Generally, where a time limit is regularly established and adhered to, personal commitment is high, because individuals are relieved of the tension of determining when they have worked long enough to satisfy the requirements of the task.

Practicing Brainstorming:

Brainstorming is a skill which can be improved through practice. The rules should be reviewed before each brainstorming session and posted on the blackboard or wall. Brainstorming can be done by the entire class or in small groups. (Groups of five or six are small enough so that no one need wait to offer his idea, yet large enough so that the variety of ideas is stimulating.) When the entire class brainstorms as a group, it may be necessary to have two or three recorders at the blackboards so that they can keep up with the fast-flowing ideas. (Brainstorming is no time for raised hands or other such formalities.) With small group brainstorming, it is important to cross-fertilize by having the recorder for each group read the group's list to the entire class, or, where time is a problem, groups can pair and read their lists to each other. Another way of sharing group lists is to have each person in the group pick the idea he likes the most from the group's list, and then have the selected list read to the entire class.

Warm-up Brainstorms:

Warm-up brainstorms should be on playful subjects to encourage and show acceptance of zany, far-out ideas. Warm-up brainstorms are designed to free the mind from practical considerations and to encourage flights of fancy. Here are some possible topics for warm-up brainstorms--

1. You have been stranded on a tropical desert island. Food and water are no problem as the island can provide these in plenty. You have only one artifact of civilization--an empty Coke bottle. Brainstorm uses for the Coke bottle. (Time limit: 5 minutes.)

2. Brainstorm ways to improve on the common bathtub. (Time limit: 5 minutes.)

3. Brainstorm ways to send love to someone far away. (Time limit: 7 minutes.)

4. Brainstorm new kitchen appliances. (Time limit: 7 minutes.)

Spectrum Analysis:

For each item on the brainstorm list, look first for the good, useful, or workable parts. The idea as a whole may be unworkable, but there may be a useful kernel which can be used to provide a new and creative solution. We are so conditioned to look for the flaws in an idea that the useful part is often overlooked and the wheat is thrown out with the chaff. Following this procedure, the list can be reduced to the three or four most promising items. These few can then be examined in further detail before a final decision is made. Brainstorming is a good method for finding alternative solutions for problems. For example, an individual can bring a problem for discussion to a small group, such as, "How can I get along better with my brother?" Then he spends one or two minutes filling in the group on the background of the problem. The group then brainstorms solutions to his problem for a specific amount of time (usually no longer than ten minutes). The individual acts as recorder.

Another use for brainstorming can be to let the class as a whole brainstorm problems that young people their age might have. Then one problem is selected for discussion by the whole class, or the class may divide into groups, with each group choosing a problem from the list.

Sample alternative search questions:

1. Ways to spend spring vacation.
2. Ways to make Thanksgiving more meaningful.
3. Ways to increase your circle of friends.
4. Ways to save money.

Brainstorming to Teach Information:

Brainstorming can be used to interest students in a new topic for study. Brainstorming facts about a new topic gives an easy chance for students and the teacher to find out what the general store of knowledge in the class is, where particular points of interest are, and what, if any, misinformation exists about a subject. It also allows the students to think of each other as resources to each other. During the brainstorming period, all the rules should be in effect. This means that erroneous information is recorded along with the rest. The teacher may say something like the following: "Some people may disagree with some of the things that come up in the brainstorming. Even I may disagree. But we will first put down everything without determining whether it is right or wrong, and later, after we have finished the brainstorming, we can go back and circle the things that are in dispute. Then we can try to find out whether they are or aren't true." After the brainstorming, items can be verified by recourse to reference material or the teacher's wisdom. Those items which are hotly disputed might serve for further study.

Examples of brainstorming to teach information:

1. Causes of the Civil War.
2. Uses for plane geometry.
3. Electricity.
4. Capitals of the United States.
5. Reasons for studying French.
6. Macbeth's motives for murdering Duncan.

The teacher should avoid having this brainstorming turn into a "guess what the teacher is thinking of" game. This kind of brainstorming is most effective when it is open-ended, and when the teacher shows by his words and actions that he is open to all the pieces of information that are put forth, not just the ones that he has in mind.

D. COLLAGE-MAKING

A collage (kohl-ahzh) is an art form which is assembled from a variety of materials which are glued to a backing, usually a flat surface. The medium offers interesting opportunities to arrange colors and textures in patterns, and lends itself well to organizing a collection of pictures which deal with a common theme. It is especially valuable as a medium for students, permitting those who lack drawing skills to participate in solving design problems, and to experiment with ways to combine colors and textures.

In preparation for collage-making, begin by collecting a substantial number of magazines and catalogues which can be searched for pictures reflecting whatever theme is to be expressed in the assignment. Home furnishing magazines may be more useful for some projects while hobby catalogues or sports publications may be more appropriate at another time. Scissors, paste and construction paper to use as a background will also be necessary. After the students have scanned the magazines for the pictures they hope to use, suggest they experiment with several ways to arrange the cut-outs before they actually begin to paste.

It is not essential that every section of the background area be covered. Students may find that vacant areas add interest to their design, or may wish to use patches of solid colors to enhance the appeal of their collages. On the other hand, students should be encouraged to over-lap pictures where they want many items included in their design. The important thing is that the student feel the design is his own.

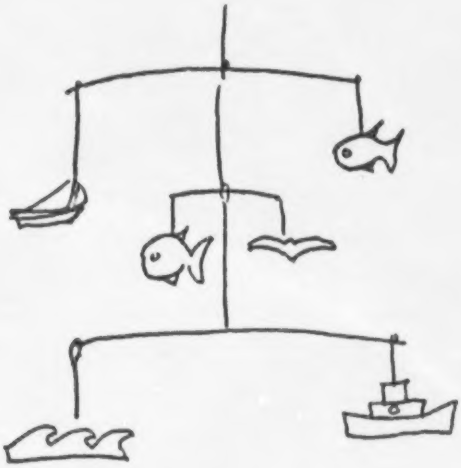
Preparing collages is a particularly good activity for encouraging teamwork. Some students can search for suitable pictures, some can cut out the portion of a picture so that it has an attractive and suitable shape, and some can experiment with the possible arrangements on the collage. Encourage students or teams to exchange pictures which will help each other and establish an atmosphere where students can admire each other's work. This can be an activity where students move around the room fairly freely, and therefore serves as a good break from a period of extended desk work.

Finally, making collages is an excellent way to learn that there is value in difference and non-conformity. Three students with identical pictures to arrange will choose three different patterns to design their collages--an ideal way to illustrate that different approaches to things can be equally "right." Since collage-making is an art form with few if any "artistic rules," it is useful in getting students to risk a try at artistic expression.

E. MAKING MOBILES

A mobile is a three-dimensional art form so constructed that a number of related objects, shapes or pictures are suspended to move freely in relation to each other and create a changing pattern or orientation between the parts. Scientists (and observant parents!) have long known that even tiny babies enjoy watching the movements of a mobile suspended where they can follow the changing patterns. Children find considerable pleasure in making these themselves. Following a few general rules will help you insure their success.

A mobile is in essence a combination of rigid or semi-rigid horizontals (piano wire, plastic straws, bamboo splints, etc.) and a vertical stringing system which may be thread, yarn or monofilament fishing line. Each horizontal piece should have at least two pictures or objects hung by thread from the ends of the arms. Loop thread under the arm and move the thread back and forth until you can mark the point where the objects are in balance. To do this, keep moving the thread by which you suspend the arm toward the heavier end until the arm hangs approximately horizontal. Tie one end of the thread to the arm at that point. Make other arms in a similar fashion and join them with sufficient spacing that they can swing freely without interfering with the motion of other parts of the mobile. As students become more sophisticated they can create mobiles which have sub-units, and where some of the arms are deliberately designed to swing from arms that balance on the diagonal.



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"Families" film	Churchill Films 662 N. Robertson Blvd. Los Angeles, CA 90069	I	A	1	8
"The IALAC Story"	Argus Communications 7440 Natchez Avenue Niles, Illinois 60648	II	B	2	40
"Square Pegs, Round Holes" film	Film Fair Communications 10900 Ventura Boulevard Studio City, CA 91604	II	B	3	40
"How Do You Feel?" filmstrip series	Jack L. Hartman & Co., Inc. 2840 Peters Creek Road Roanoke, Va 24019	III	B	6	58
"Two Sides To Every Story" filmstrip series	Jack L. Hartman & Co., Inc. 2840 Peters Creek Road Roanoke, VA 24019	III	B	7	60
"Me And The Monsters" film	Billy Budd Films 235 E. 57th Street New York, N. Y. 10022	III	D	4	69
"They Need Me" filmstrip series	Churchill Films 662 N. Robertson Blvd. Los Angeles, CA 90069	IV	A	5	76
"Free To Be...You And Me" film	McGraw-Hill Films 1221 Avenue of the Americas New York, N. Y. 10020	V	B	12	97
"Learning To Decide" filmstrip	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113	VI	B	1	111
"Let's Make A Deal" from the filmstrip series: Consumer Education: The Price Is Right - Or Is It?	Urban Media Materials, Inc. Roslyn Heights, New York 11577	VII	B	7	128

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"Chef Ahmalette's Health Diet"	Walt Disney Educational Media Company 800 Sonora Avenue Glendale, CA 91201	VII	F	1	138
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